



Digital Accessibility Centre

Accessibility Audit Report for Ministry of Justice – Unpaid Work Assessment

| | |
|----------|--------------------------------|
| Company | Ministry of Justice |
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| Version | v1.0 Final |
| Standard | WCAG 2.1 |

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Document Control

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Contents

| | |
|--|----|
| Digital Accessibility Centre Accessibility Audit Report for Ministry of Justice – Unpaid Work Assessment | 1 |
| Document Control..... | 2 |
| Contents..... | 3 |
| Executive Summary..... | 5 |
| Audit Summary | 7 |
| Scope..... | 8 |
| Tasks..... | 8 |
| Browser matrix and Assistive Technology (AT) combinations..... | 9 |
| Summary Graphs..... | 10 |
| Analyst Feedback | 10 |
| WCAG 2.1 Breakdown..... | 11 |
| Audit Results | 12 |
| High Priority WCAG Level A | 13 |
| PDF Document not tagged (A) | 13 |
| PDF Language (A) | 15 |
| PDF Untitled (A) | 17 |
| PDF Images (A) | 19 |
| PDF Lists (A)..... | 21 |
| PDF Tables (A) | 23 |
| Information and Relationships (A)..... | 24 |
| Bypass Blocks (A)..... | 32 |
| Non-descriptive Headings (A) | 37 |
| Parsing (A)..... | 43 |
| Page Title (A) | 48 |
| Incorrect Role (A) | 50 |
| Score Graphs (A) | 51 |
| Unlabelled Radio Buttons – TalkBack Specific (A) | 54 |
| Medium Priority WCAG Level AA..... | 56 |
| Non-Descriptive Legend (AA)..... | 56 |
| Non-Descriptive Label (AA) | 61 |
| Autocomplete (AA) | 64 |
| Error Suggestion (AA)..... | 66 |
| Reflow (AA) | 73 |
| Non-Text Contrast (AA)..... | 75 |
| Low Priority WCAG Level AAA | 78 |
| Link Purpose / Change on Request (AAA)..... | 78 |
| Abbreviations (AAA)..... | 82 |
| Illogical Heading Structure (AAA)..... | 87 |
| Help (AAA)..... | 92 |
| Usability feedback..... | 93 |
| Start Page Pattern (Usability) | 93 |
| Page Title (Usability) | 95 |
| Telephone Numbers (Usability) | 97 |



| | |
|---|-----|
| Email Addresses (Usability)..... | 99 |
| Error Handling (Usability)..... | 100 |
| Screen Magnification (Usability)..... | 106 |
| Page Structure (Usability) | 108 |
| Link (High Usability) | 110 |
| Page Content (High Usability) | 112 |
| Radio Buttons (Internet Explorer) (Usability) | 114 |
| Accordions (Internet Explorer) (Usability) | 115 |
| Accordions (Usability) | 117 |
| Input Type (Usability)..... | 119 |
| Table Captions (Usability) | 121 |
| Duplicate Headings (Usability)..... | 123 |
| Empty cells (Usability)..... | 124 |
| Appendix I | 126 |
| Journeys | 126 |
| Journey 1..... | 126 |
| Journey 2..... | 135 |
| Appendix II | 138 |
| Classification of Accessibility Issues..... | 138 |
| Appendix III | 157 |
| The Process | 157 |
| CRITERIA..... | 158 |
| DAC Testing Procedure | 159 |



Executive Summary

An accessibility audit for **Ministry of Justice – Unpaid Work Assessment** service was carried out by the Digital Accessibility Centre (DAC) user/ technical team on **16th February 2022**.

The service was assessed against the Web Content [Accessibility Guidelines WCAG 2.1](#).

This document incorporates the findings regarding any accessibility barriers identified during the testing process.

The issues reported are examples of any assistive technology barriers which were encountered during accessibility testing, and information has been provided detailing how to resolve them.

Please note additional instances of these barriers may exist in other pages of the service; wherever these barriers are present, they will also need to be resolved.

During the testing of the Ministry of Justice – Unpaid Work Assessment service several high-level accessibility issues were discovered which mainly affected the screen reader user group.

Screen reader users found difficulty in identifying the semantic structure of some of the pages in the service, where headings were missing and structured incorrectly. This made identifying information and sections of information difficult.

Further issues were found in the structure of table elements in the service, where screen reader users found it difficult to navigate and identify information correctly in their journey.

The PDF documents in the service were also problematic for screen reader users where the documents were untitled, untagged, lists and tables unstructured and non-text content not assigned suitable text alternatives.

Screen reader users also found the error handling throughout the service problematic. Error messages were found to be non-descriptive throughout the service; which made it difficult to identify and resolve errors which occurred.

There were also several areas where errors had occurred and skip links were presented on the page but did not function as expected and allow the user to bypass repeated content on the page directly to where the error had occurred.

Several pages had non-descriptive headings, this issue may affect how screen reader users identify the purpose of pages and also different sections of information presented on the page. A further issue was discovered in relation to a missing page title, which further affected the screen reader user group, who use page titles in conjunction with h1 headings to identify the page's purpose.



Further issues were discovered with radio buttons in the service, where radio buttons grouped together using the fieldset element had an un-descriptive group label, this issue was also present on other interactive elements where it was difficult to identify the purpose of the label for screen reader users.

In journey 2, information presented in graphs was implemented using CSS which meant that screen reader users were unable to identify the information presented in the same way as sighted users navigating the service could.

Further difficulties were encountered by the low-vision user group in this area, where the colour contrast of non-text elements failed to meet WCAG 2.1 guidelines. Low-vision users also found difficulty in an area of the service where the presentation of information was affected when the size of the viewport was reduced.

Other low-level issues were discovered in relation to non-descriptive links and the use of abbreviations which some users may find difficult to understand.

Usability and GOV.UK Design System guidelines comments have also been added to the bottom of the report. Whilst these issues do not affect the accessibility of the service, if resolved would make the overall user experience better for users visiting the service.

Please note:

During the testing using TalkBack on Android devices, the screen reader user found that several of the radio buttons and checkboxes in the service appeared as unlabelled, this is reflected in the analysts feedback graph and presented significant difficulty to the screen reader user in their journey.

Further investigation by DAC is required to resolve this issue and we will provide an update on this when the investigation has been completed.



Audit Summary

The report details the issues that have been identified with the service. To meet government accessibility requirements, and comply with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 it is important to ensure that the service meets level AA of the [Web Content Accessibility Guidelines 2.1](#) (WCAG 2.1) as a minimum and all WCAG 2.1 level A and AA issues listed are resolved.

For the service to be eligible for a Digital Accessibility Centre certification, issues listed as WCAG 2.1 level AAA should also be addressed.

We highly recommend that all issues from the [Usability feedback](#) section of the report are also addressed to ensure a fully accessible, usable, and inclusive service.



A

- [PDF Document not tagged \(A\)](#)
- [PDF Language \(A\)](#)
- [PDF Untitled \(A\)](#)
- [PDF Images \(A\)](#)
- [PDF Lists \(A\)](#)
- [PDF Tables \(A\)](#)
- [Information and Relationships \(A\)](#)
- [Bypass Blocks \(A\)](#)
- [Non-descriptive Headings \(A\)](#)
- [Parsing \(A\)](#)
- [Page Title \(A\)](#)
- [Incorrect Role \(A\)](#)
- [Score Graphs \(A\)](#)
- [Unlabelled Radio Buttons – TalkBack Specific \(A\)](#)



AA

- [Non-Descriptive Legend \(AA\)](#)
- [Non-Descriptive Label \(AA\)](#)
- [Autocomplete \(AA\)](#)
- [Error Suggestion \(AA\)](#)
- [Reflow \(AA\)](#)
- [Non-Text Contrast \(AA\)](#)



Scope

Tasks

Brief Task and/ or URLs are listed below along with the specific browser and AT set.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/start-assessment?crn=X263655&assessmentType=UPW&eventId=1>

See [Appendix I](#) for a full list of tasks and instructions.



Browser matrix and Assistive Technology (AT) combinations

Desktop

| User type | Operating System (OS) | Browser | Assistive Technology |
|--|-----------------------|--------------------------|--|
| Blind | Windows | Chrome (latest version) | JAWS 18 or above |
| | | Firefox (latest version) | NVDA (latest version) |
| Mobility | Windows | IE11 | Dragon Voice Activation v15 |
| Mobility | Windows | Chrome | Keyboard |
| | | Chrome | Keyboard |
| Deaf | Windows | Chrome | - |
| Colour Blind/ Dyslexia | Windows | Chrome | - |
| Low Vision | Windows | Chrome | Screen Magnification Reflow, Text Spacing |
| | | Chrome | Windows Magnifier |
| | | Edge | System inverted colours |
| Cognitive Impaired/ Asperger's/ Anxiety | Windows | Chrome | - |

Mobile/ Tablet

| User type | Operating System (OS) | Browser | Assistive Technology |
|------------------------|-----------------------|---------------|---------------------------|
| Blind | iOS | Safari | VoiceOver |
| | Android | Chrome | TalkBack/ Voice Assistant |
| Mobility | iOS | Safari | - |
| | Android | Chrome | - |
| Deaf | iOS | Safari | - |
| Colour Blind/ Dyslexia | iOS/Android | Safari/Chrome | - |
| Low Vision | Android | Chrome | Magnification |
| | iOS | Safari | Pinch to Zoom |
| | iOS/Android | Safari/Chrome | System inverted colours |



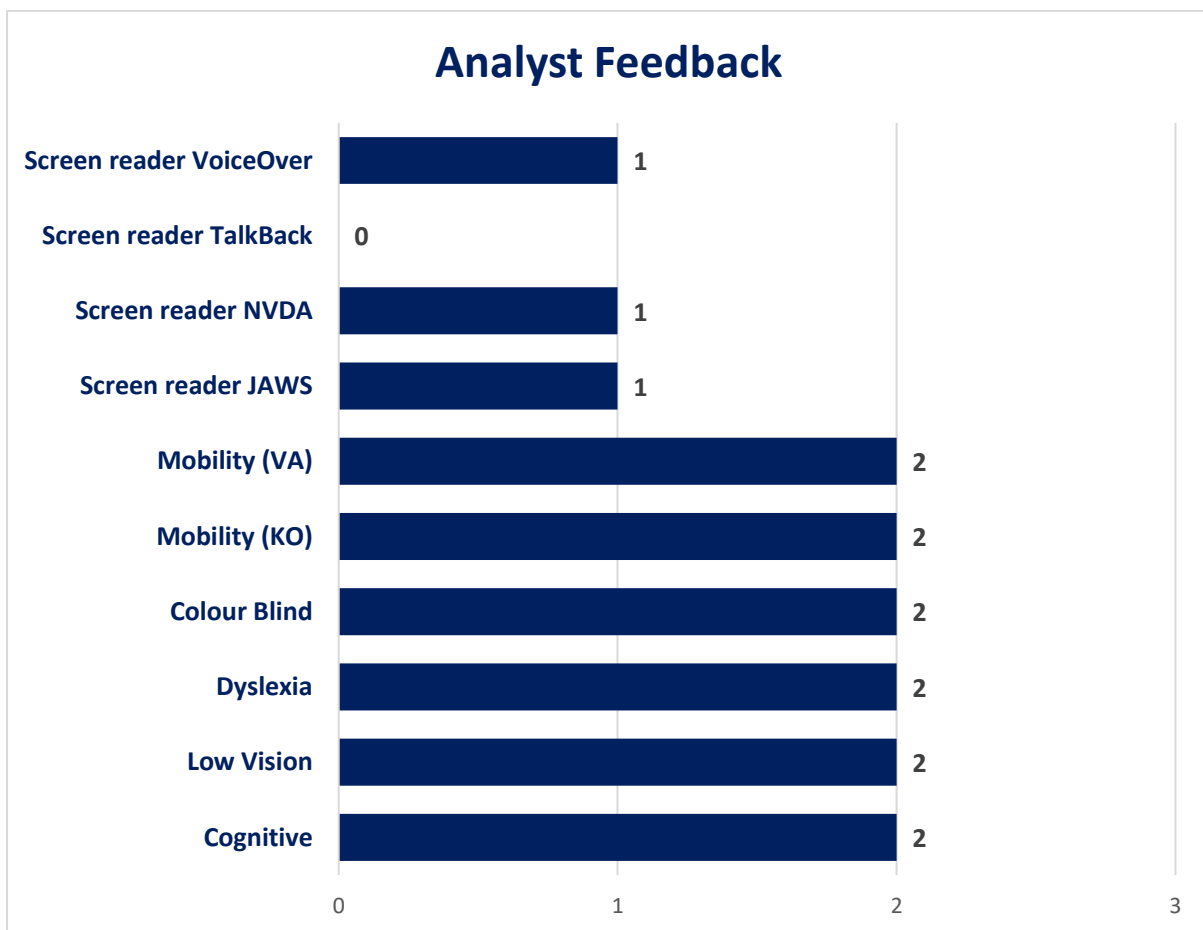
Summary Graphs

Analyst Feedback

Our analysts provided their overall feedback on the service.

This was rated from 0 – could not complete to 3 – Completed independently, no issues.

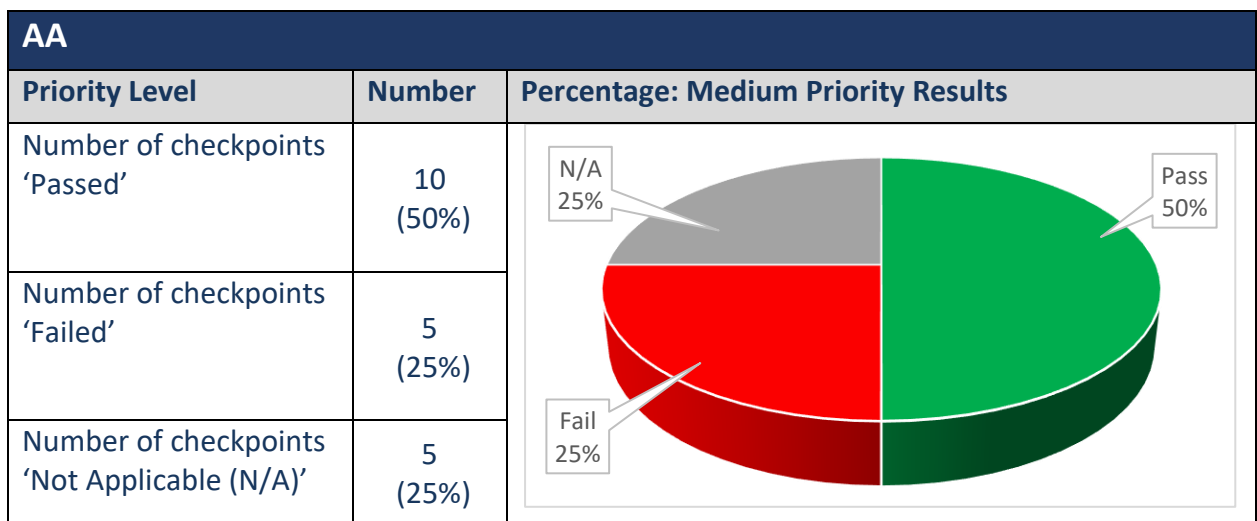
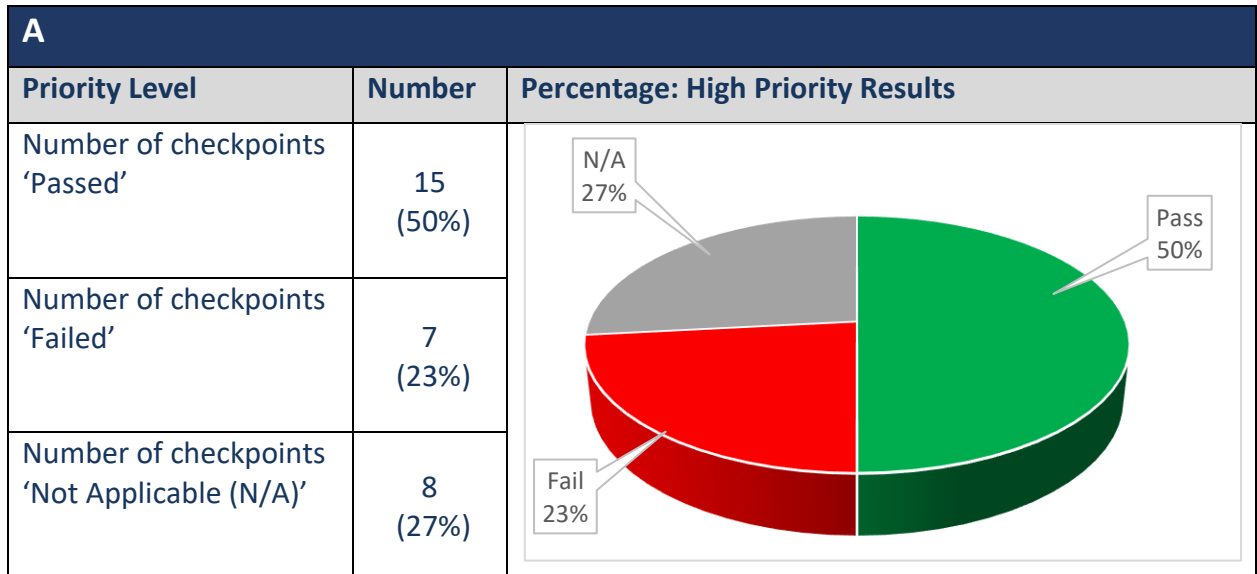
| Key: | |
|------|---|
| 0 | Could not complete on my own |
| 1 | Completed independently but with major issues |
| 2 | Completed independently but with minor issues |
| 3 | Completed independently, no issues |



WCAG 2.1 Breakdown

The graphs below detail the number of checkpoints that passed, failed or were not applicable to the service.

Please refer to the [Classification of Accessibility Issues](#) for more information.



Audit Results

These are the results of the Digital Accessibility Centre accessibility audit organised by A, AA, AAA priorities.

Each area contains a reference to the WCAG 2.1 success criteria, a brief overview of the issue encountered, a description of issues found along with user testing commentaries and solutions.



High Priority WCAG Level A

The following section contains areas that failed to meet WCAG 2.1 A. For the website to fall in line with WCAG 2.1 requirements, all A issues must be resolved.

PDF Document not tagged (A)

The PDF document has no tags.

WCAG Reference:

1.3.1 Info and Relationships (Level A)

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

3.3.2 Labels or Instructions (Level A)

[Understanding Labels or Instructions](#) | [How to Meet Labels or Instructions](#)

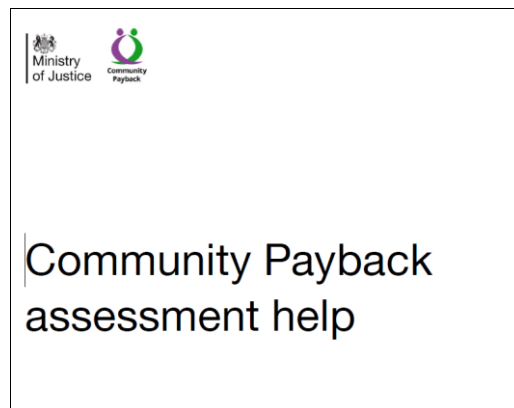
4.1.2 Name, Role, Value (Level A)

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)

Issue ID: DAC_PDF_Not_Tagged_01

URL: Community Payback help.pdf
upw-lee-jarice-x263655.pdf

Screen Shot:





The PDF documents 'Community payback assessment help' and 'Community payback assessment' are untagged. This issue may affect users of assistive technologies navigating the document who use tags to identify different sections of information; such as headings and interactive elements and form fields in the document.

This issue may affect the navigation, reading order and how users interact with the document for users of assistive technologies.

Current code ref(s):

N/A

Solution:

Please ensure the document has tags which identify different sections and interactive elements of the PDF document.

Example:

Enable tagging in the document, further information can be found in the [Providing headings by marking content with heading tags in PDF documents](#) on the W3.org website, and also the [Tagged PDF](#) section on the [Create and verify PDF accessibility \(Acrobat Pro\)](#) website.



PDF Language (A)

The default human language of the document could not be programmatically determined.

WCAG Reference:

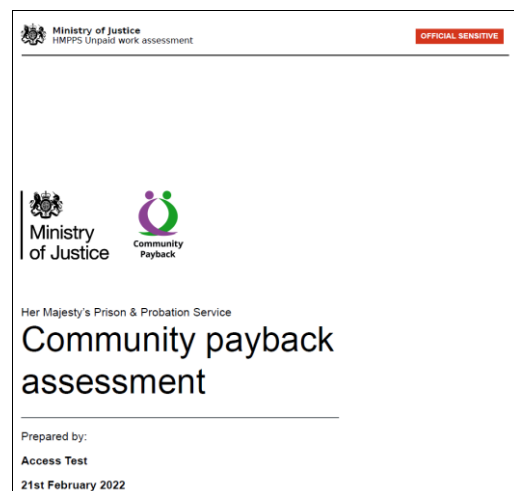
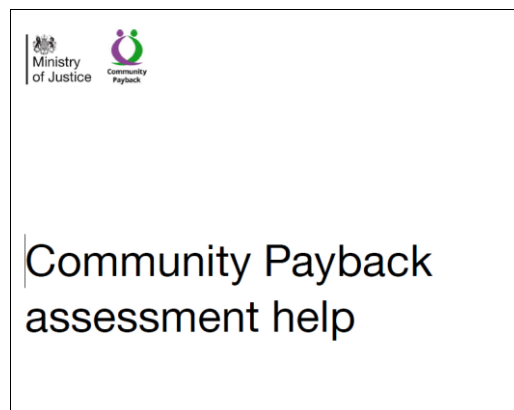
3.1.1 Language of Page (Level A)

[Understanding Language of Page](#) | [How to Meet Language of Page](#)

Issue ID: DAC_PDF_Language_01

URL: Community Payback help.pdf
upw-lee-jarice-x263655.pdf

Screen Shot:



The PDF document's default language is not specified via the /Lang entry in the document catalog. Assistive technology may not be able to render text as accurately as the language is unable to be identified.

Current code ref(s):

N/A



Solution:

For more information, please visit [PDF16: Setting the default language using the /Lang entry in the document catalog of a PDF document.](#)



PDF Untitled (A)

PDF documents did not have a title.

WCAG Reference:

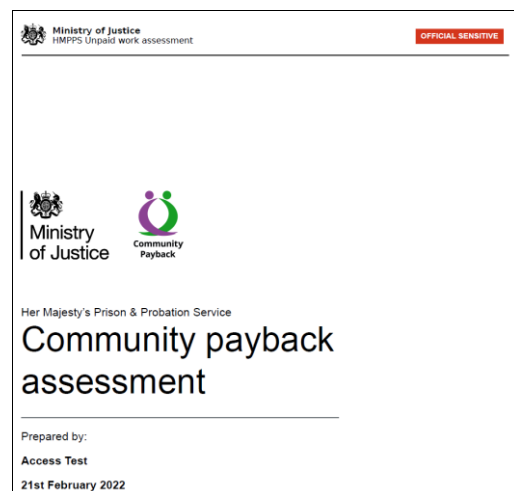
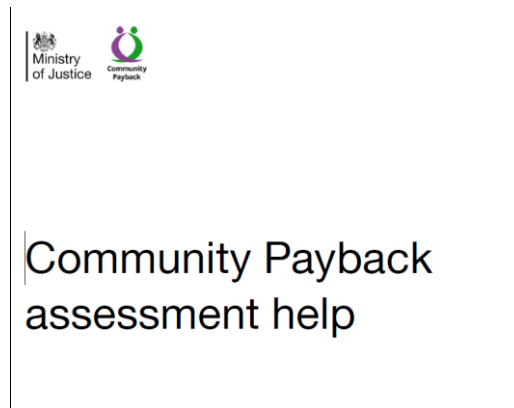
2.4.2 Page Titled (Level A)

[Understanding Page Titled](#) | [How to Meet Page Titled](#)

Issue ID: DAC_PDF_Untitled_01

URL: Community Payback help.pdf
upw-lee-jarice-x263655.pdf

Screen Shot:



The PDF document is not titled. This means screen reader users are not presented with the document purpose and must rely on the filename which is ambiguous.

Current code ref(s):

N/A



Solution:

Ensure that all documents have a descriptive title that describes context of the document. For more information, please visit [Techniques for WCAG 2.1 PDF18: Specifying the document title using the Title entry in the document information dictionary of a PDF document](#).



PDF Images (A)

Non-text content did not have a text alternative that served the equivalent purpose.

WCAG Reference:

1.1.1 Non-text Content (Level A)

[Understanding Non-text Content](#) | [How to Meet Non-text Content](#)

Issue ID: DAC_PDF_Images_01

URL: Community Payback help.pdf
upw-lee-jarice-x263655.pdf

Screen Shot:



There are images which convey information for which a description of the image contents is not offered as an alternative.

Current code ref(s):

N/A



Solution:

Please ensure all non-text content provides a suitable alternative that describes its purpose. For more information on PDF mark-up, please visit [PDF1: Applying text alternatives to images with the Alt entry in PDF documents](#).



PDF Lists (A)

Information, structure, and relationships conveyed through presentation were not programmatically determined or available in text.

WCAG Reference:

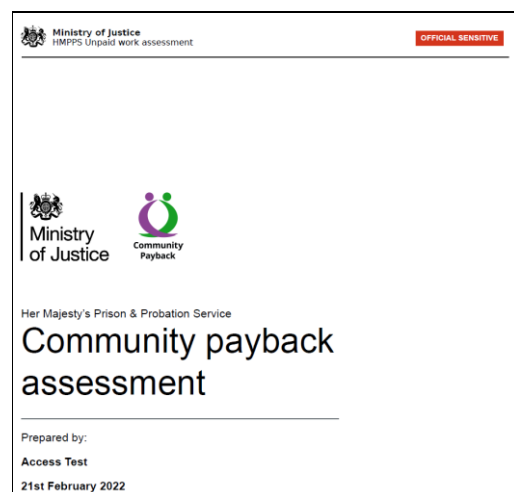
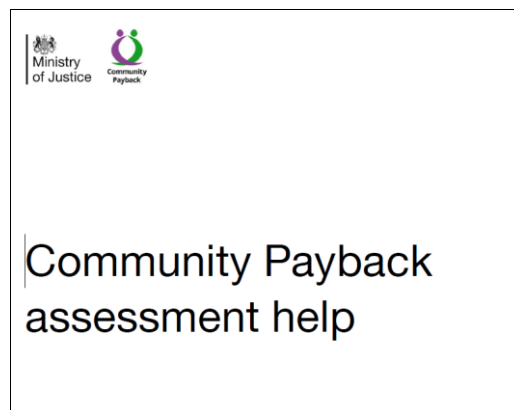
1.3.1 Info and Relationships (Level A)

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

Issue ID: DAC_PDF_Lists_01

URL: Community Payback help.pdf
upw-lee-jarice-x263655.pdf

Screen Shot:



The structure of lists in the PDF documents is incorrect. In this case, the 'LI' items do not contain the parent 'L'. This issue may affect how screen reader users identify the lists in their journey.

Current code ref(s):

N/A



Solution:

For more information on PDF mark-up, please visit [PDF21: Using List tags for lists in PDF documents](#).



PDF Tables (A)

The tables in the PDF documents are not structured correctly.

WCAG Reference:

1.3.1 Info and Relationships (Level A)

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

Issue ID: DAC_PDF_Tables_01

URL: Community Payback help.pdf
upw-lee-jarice-x263655.pdf

Screen Shot:

How long will it take for the individual to complete their hours?

| Number of hours to complete | If the individual works... | | | |
|-----------------------------|---|-----------------|-----------------|-----------------|
| | 1 day per week | 2 days per week | 3 days per week | 4 days per week |
| | ...they will complete their hours in this many weeks* | | | |
| 50 | 7 | 4 | 3 | 2 |
| 100 | 15 | 8 | 5 | 4 |
| 150 | 22 | 11 | 8 | 6 |
| 200 | 29 | 15 | 10 | 8 |
| 250 | 36 | 18 | 12 | 9 |
| 300 | 43 | 22 | 15 | 11 |

The tables in the PDF documents are structured incorrectly. In this case, the table rows TR have no parent element and also the tables have no table headers.

Current code ref(s):

N/A

Solution:

Ensure the table is tagged with table headers and child elements have their parent elements.

Further information can be found in [Correct table tags with the Tags panel](#).



Information and Relationships (A)

Information, structure and relationships conveyed through presentation were not programmatically determined or available in text.

WCAG Reference:

1.3.1 Info and Relationships (Level A)

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

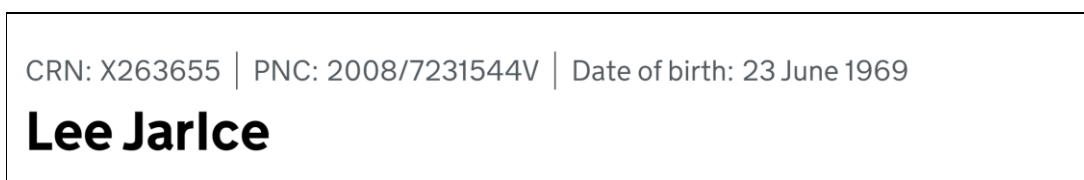
Issue ID: DAC_Information_And_Relationships_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/start>

Page title: Community payback assessment start

Journey 1 – **This issue is present throughout the service.**

Screenshot:



The 'Lee Jarlce' client information is visually styled as a heading on the page. For sighted users they can see that this introduces an important section of information to the page. For screen reader users the text is not marked up as a heading to allow users to recognise this information in the same way.

Additionally, this content should be placed inside the main page content to allow screen reader users to identify the information as part of the page structure.

Current code ref(s): body > section > div > div

```
<div class="key-details-bar__top-block moj-context-header">
  <dl>
    <dt class="govuk-body key-details-bar__divider ">CRN:</dt>
    <dd class="govuk-body ">X168732</dd>
    <dt class="govuk-body key-details-bar__divider ">PNC:</dt>
    <dd class="govuk-body ">2008/7231544V</dd>
    <dt class="govuk-body key-details-bar__divider ">Date of birth:</dt>
    <dd class="govuk-body ">12 January 1975
  </dd>
</dl>
<div class="key-details-bar__name">Lee Jarlce</div>
<hr class="key-details-bar__section-break govuk-section-break govuk-section-break--m govuk-section-break--visible">
</div>
```



Screen reader comments:

“Having reviewed the page structure and associated landmarks, I felt that the content following the ‘Back’ link, starting with ‘CRN: X263655’, might logically have been better placed following the main landmark. I am concerned that if this is not done, it will not otherwise be easy to locate by users of adaptive technology, who might therefore overlook this information.

In fact, using the Landmarks Dialog Menu, ‘JAWS+Ctrl+r’, I realised that this material does actually have its own landmark named ‘Key details’, but JAWS does not read this landmark name when navigating to it with the Quick Nav ‘r’ key, perhaps because of its closeness to the list, which JAWS announces instead.

Solution:

In this case, it would benefit screen reader users if the information was marked up as a h2 heading and placed above the ‘CRN’, ‘PNC’ and date of birth information. This will enable screen reader users to identify the semantic structure of the page more easily.

Place the content inside the main content region, this will enable screen reader users to identify the page structure more easily.

Example:

```
<h2>Lee JarIce</h2>
<d1>
  <dt class="govuk-body key-details-bar__divider ">CRN:</dt>
  <dd class="govuk-body ">X263655</dd>
  <dt class="govuk-body key-details-bar__divider ">PNC:</dt>
  <dd class="govuk-body ">2008/7231544V</dd>
  <dt class="govuk-body key-details-bar__divider ">Date of birth:</dt>
  <dd class="govuk-body ">23 June 1969
</dd>
</d1>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/task-list>

Page title: Community payback assessment

Journey 1, step 3 – This issue is present throughout Journey 1.

Screenshot:

Community payback assessment

Most of the questions in this assessment must be answered, but some are optional and are marked as such.
[Help with the assessment \(pdf\)](#)

Individual's details
[Individual's details](#) **COMPLETED**

Diversity information
[Gender information](#) **COMPLETED**
[Cultural and religious adjustments](#) **COMPLETED**
[Placement preferences](#) **INCOMPLETE**

Risk information
[Risk of harm in the community](#) **COMPLETED**

Risk information

HIGH RoSH
Risk of serious harm
Last updated: 5th November 2021

| Risk to | Community |
|-------------|-----------|
| Children | Low |
| Public | High |
| Known adult | High |
| Staff | Medium |

CAT 1/LEVEL 2 MAPPA
Multi-agency public protection arrangements
Last updated: 29th October 2021

Community payback assessment

- 1 - Community payback assessment
 - 2 - Individual's details
 - 2 - Diversity information
 - 2 - Risk information
 - 2 - Placement restrictions due to health and ot...
 - 2 - Employment, education and skills information
 - 2 - Placement details
 - 2 - Declaration
 - 3 - Risk information
 - 3 - HIGH RoSH
 - 3 - CAT 1/LEVEL 2 MAPPA
 - 3 - Delius risk flags (registers)
 - 2 - Support links

The heading structure on the page may be confusing for screen reader users as there are two, duplicate 'Risk information' headings. The first is at level 2 but the second is at level 3 below the h2 'Declaration'. This would imply to screen reader users that this is a sub-section of the h2 'Declaration' as well as having duplicated heading text.



Current code ref(s): #main-content > div > div.govuk-grid-column-three-quarters > div:nth-child(4) > ol > li:nth-child(3) > h2
<h2 class="task-list__section">Risk information</h2>

Current code ref(s): #main-content > div > div.govuk-grid-column-one-quarter > h3
<h3 class="govuk-heading-m">Risk information</h3>

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/individuals-details>

Page title: Individual's details

Journey 1, step 4a

Solution:

In this case the two headings should be given unique descriptions and the second heading should be at level 2, introducing the sub-section of level 3 headings 'HIGH RoSH', CAT 1/LEVEL 2 MAPPA, etc. This will enable screen reader users to identify and navigate the semantic structure of the page more easily.

Example:

```
<h2 class="task-list__section">Risk information</h2>
```

```
<h2 class="govuk-heading-m">Lee Jarlce: Risk information</h2>
```

```
<h3 class="govuk-heading-m"><strong>HIGH  
</strong> RoSH</h3>
```

```
<h3 class="govuk-heading-m"><strong>CAT 1/LEVEL 2</strong> MAPPA</h3>
```



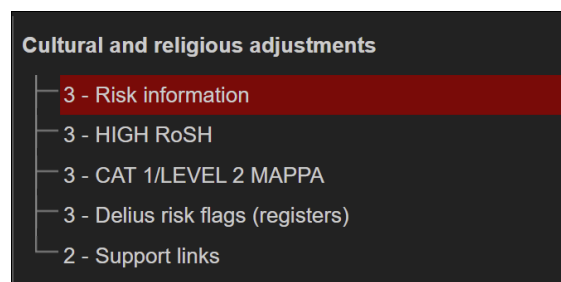
URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/cultural-and-religious-adjustments>

Page title: Cultural and religious adjustments
Journey 1, step 11.

Screenshot:

The screenshot shows a web form with two main sections: 'Diversity information' and 'Risk information'. The 'Diversity information' section has a heading 'Cultural or religious adjustments?' and two radio buttons: 'Yes' (unselected) and 'No' (selected). Below this is a section 'Mark this section as complete?' with two radio buttons: 'Yes' (selected) and 'No, I'll come back later' (unselected). A green 'Save' button is at the bottom left. The 'Risk information' section is highlighted with a red border and contains a 'HIGH RoSH' warning, a date 'Last updated: 5th November 2021', and a table with risk levels for different groups. Below this is a 'CAT 1/LEVEL 2 MAPPA' section with a date 'Last updated: 29th October 2021'.

| Risk to | Community |
|-------------|-----------|
| Children | Low |
| Public | High |
| Known adult | High |
| Staff | Medium |



The page has no h1 heading to introduce the page and its content. The heading structure starts at level 3 on the page. This issue may affect screen reader users who will be unable to identify the semantic structure and purpose of the page correctly.

In this case, the 'Cultural or religious adjustments?' text acts as a visual h1 heading but is marked up as a legend in the fieldset for the radio buttons below it. The legend is also non-descriptive which is mentioned in [DAC Non Descriptive Legend 02](#).

Current code ref(s): #main-content > div > div.govuk-grid-column-one-quarter > h3
<h3 class="govuk-heading-m" data-element-id="headingsMap-0">Risk information</h3>



Screen reader comments:

“I examined the headings on the page using the Quick Nav ‘h’ key and was surprised to note that there was no level 1 heading to indicate the purpose of the page. Some users of adaptive technology will find this disorientating as they will rely on such a heading to quickly identify the most important content on the page. Adding a level 1 heading which matches the first component in the page title will address this difficulty while also ensuring that GOV.UK Design System requirements are met. The issue is present with JAWS.”

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/placement-preferences>

Page title: Placement preferences

Journey 1, step 13.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/caring-commitments>

Page title: Caring commitments

Journey 1, step 30.

Solution:

Ensure the page has a h1 heading which introduces the page and its purpose. This should be succeeded by a logical and hierarchical heading structure which will enable screen reader users to identify and navigate the semantic structure of the page.

Example:

```
<h1>Main heading</h1>
  <h2>Sub-heading of h1</h2>
  <h2>Sub-heading of h1</h2>
    <h3>Sub-heading of h2</h3>
  <h2>Sub-heading of h1</h2>
    <h3>Sub-heading of h2</h3>
      <h4>Sub-heading of h3</h4>
  <h2>Sub-heading of h1</h2>
  <h2>Sub-heading of h1</h2>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/pdf-preview>

Page title: PDF preview

Journey 1, step 42.

Screenshot:

| Number of hours to complete | If the individual works... | | | |
|-----------------------------|---|-----------------|-----------------|-----------------|
| | 1 day per week | 2 days per week | 3 days per week | 4 days per week |
| | ...they will complete their hours in this many weeks* | | | |
| 50 | 7 | 4 | 3 | 2 |
| 100 | 15 | 8 | 5 | 4 |
| 150 | 22 | 11 | 8 | 6 |
| 200 | 29 | 15 | 10 | 8 |
| 250 | 36 | 18 | 12 | 9 |
| 300 | 43 | 22 | 15 | 11 |

*Figures are approximate and based on the individual completing 7 hours of work each day

The information presented in the table is not presented in a way in which screen reader users can read and understand the information easily. The 'If the individual works...' and the '...they will complete their hours in this many weeks*' information is hard to understand whilst navigating the table.

Additionally, screen reader users may find difficulty in relating the information represented by the asterisk as it is positioned outside of the table.

Screen reader users may find significant difficulty navigating the table and identifying the information as well as understanding the relationships between the information which has been presented using asterisks.

The way in which the table headings are spanning the table rows is also structured incorrectly, which may confuse the way in which data is related for screen reader users.

Current code ref(s): #main-content > div > div:nth-child(24) > table > tbody > tr:nth-child(3) > td

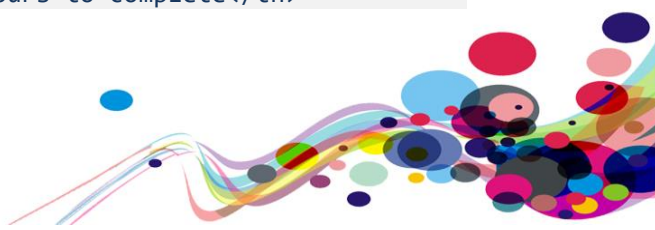
```
<td class="upw-pdf-chart__cell--light-grey upw-pdf-chart__cell--border-top" colspan="4">...they will complete their hours in this many weeks*</td>
```

Current code ref(s): #main-content > div > div:nth-child(24) > p

```
<p class="upw-pdf-chart__footer">*Figures are approximate and based on the individual completing 7 hours of work each day</p>
```

Current code ref(s): #main-content > div > div:nth-child(24) > table > tbody > tr:nth-child(2) > th:nth-child(1)

```
<th rowspan="2" class="upw-pdf-chart__cell--mid-grey upw-pdf-chart__cell--border-top upw-pdf-chart__cell--border-right">Number of hours to complete</th>
```



Solution:

Avoid using asterisks to present information as screen reader users may be unable to relate the information presented in the table in the same way as a sighted user. It would benefit users if this information was presented before the table so that users are aware that the figures in the table are based upon the individual completing 7 hours of work each day.

The information 'If the individual works...' and the '...they will complete their hours in this many weeks*' information should be minified and added to the table headers to allow all users to understand and navigate the table correctly.

Example:**Table heading:**

```
<th class="upw-pdf-chart__cell--mid-grey upw-pdf-chart__cell--border-top upw-pdf-chart__cell--border-right">Completion time (weeks) if working 1 day per week</th>
```



Bypass Blocks (A)

When users activate the skip links in the error summary, the focus does not move to the input fields.

WCAG Reference:

2.4.1 Bypass Blocks (Level A)

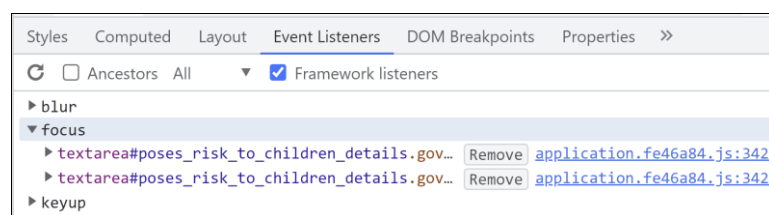
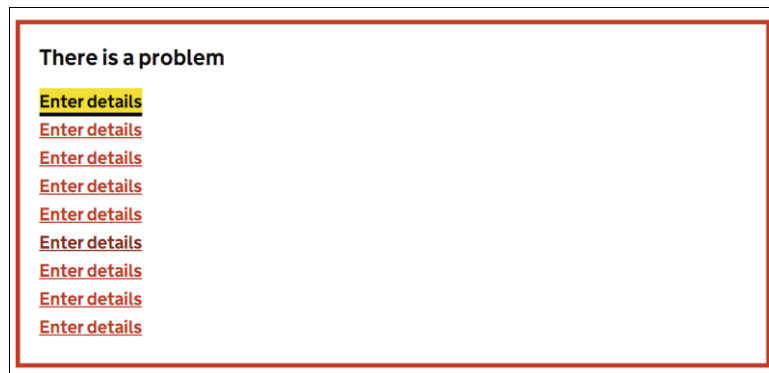
[Understanding Bypass Blocks](#) | [How to Meet Bypass Blocks](#)

Issue ID: DAC_Bypass_Blocks_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/risk-of-harm-in-the-community>

Page title: Risk of harm in the community
Journey 1, step 16

Screenshot:



When an error is committed, the error links in the error summary do not direct the user to the corresponding input field. This issue may affect keyboard only and screen reader users who would expect the links to direct them to the input fields where each error has taken place.

In this case, the id attributes on the links do not match the input fields which mean the links do not function as expected, additionally JavaScript event handlers have been assigned to manage the focus.

Current code ref(s): #main-content > div:nth-child(1) > div > div > div > ul > li:nth-child(1) > a
Enter details

Current code ref(s): #history_sexual_offending_details
<textarea class="govuk-textarea govuk-js-character-count"
id="history_sexual_offending_details" name="history_sexual_offending_details"
rows="5" aria-describedby="history_sexual_offending_details-info
history_sexual_offending_details-hint history_sexual_offending_details-
error"></textarea>

Solution:

Remove the JavaScript event handlers and ensure the links direct the user to the correct input field when an error has been committed. Match the href values in the links with ID of the input fields to ensure users are directed to the corresponding input field.

Example:

Enter details

<textarea class="govuk-textarea govuk-js-character-count"
id="history_sexual_offending_details-error"
name="history_sexual_offending_details" rows="5" aria-
describedby="history_sexual_offending_details-info
history_sexual_offending_details-hint history_sexual_offending_details-
error"></textarea>

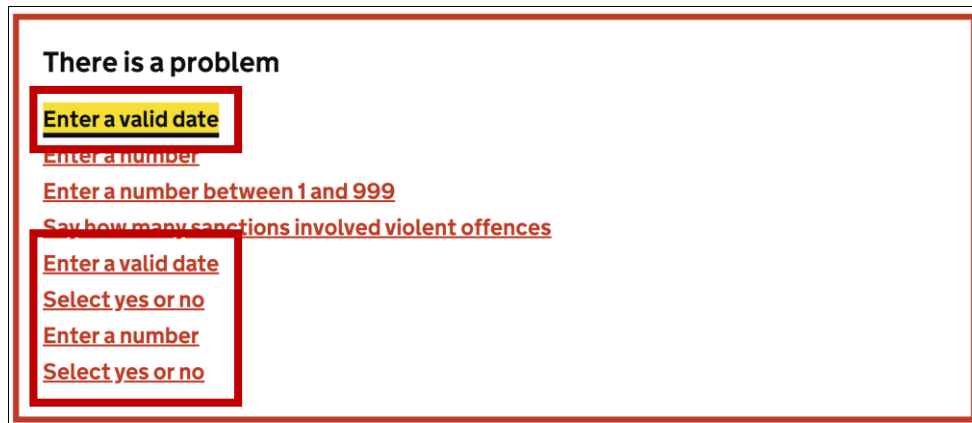


URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions#help-section>

Page title: Offences and convictions

Journey 3, step 2.

Screenshot:



Date of first sanction

Enter a valid date

Day Month Year

| | | |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

When an error is committed, the two 'Enter a valid date' links and the 'Select yes or no', 'Enter a number' and second 'Select yes or no' links in the error summary do not direct the user to the corresponding input field and focus stays in the error summary.

This issue may affect keyboard only and screen reader users who would expect the links to direct them to the input fields where each error has taken place.

In this case, the id attributes on the links do not match the input fields which mean the links do not function as expected.

The other links in the error summary also direct the users to the inline error message, not the input field which is a global issue and is mentioned in [DAC Usability 08](#).



Current code ref(s): #main-content > div:nth-child(3) > div > div > div > ul > li:nth-child(1) > a
Enter a valid date

Current code ref(s): #date_first_sanction-day

```
<input class="govuk-input govuk-date-input__input govuk-input--width-2"
id="date_first_sanction-day" name="date_first_sanction-day" type="text"
pattern="[0-9]*" inputmode="numeric">
```

Screen reader user comments:

"I activated the 'Save and continue' button without having entered any data, and heard the correct alert 'There is a problem'. However, on examining the resulting page, I found that other aspects of error handling mandated by the GOV.UK Design System had not been followed.

Addressing these issues will ensure a more comfortable journey for those making use of assistive technology, while also guaranteeing compliance with Design System best practices. The issue is present with JAWS, VoiceOver, NVDA."

Issues are as follows:

The page title did not begin with the word 'Error. This makes it less obvious that error(s) have occurred when subsequently reviewing the page.

Although the level 2 heading 'There is a problem' was present, it was not the first heading on the page. Again, this will make the presence of error(s) less obvious.

Many of the error skip links, when activated, did not move my focus to the associated input field. For example, activating the first error skip link with text 'Enter a valid date' left my focus on the link."

Keyboard only user comments:

"The 'Enter a valid date' error skip link moves visual focus to where the error is but not the keyboard focus. This meant that when I pressed tab after selecting the link the page jumps back up to the 'Enter a number' link. I expected my focus to be taken to the 'Day' field when I selected the link."

"This was also present on the 'Select yes or no', 'Enter a number' links in the error summary."

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/needs#help-section>

Page title: Needs

Journey 2, step 4 – **All links in error summary**

Solution:

Match the href values in the links with ID of the input fields to ensure users are directed to the corresponding input field.



Example:

```
<a href="#date_first_sanction-day">Enter a valid date</a>
```

Current code ref(s): #date_first_sanction-day

```
<input class="govuk-input govuk-date-input__input govuk-input--width-2" id="date_first_sanction-day" name="date_first_sanction-day" type="text" pattern="[0-9]*" inputmode="numeric">
```



Non-descriptive Headings (A)

Headings on the page are non-descriptive for screen reader users navigating out of context using the headings dialog list and also contain abbreviations which some users may not understand.

WCAG Reference:

1.3.1 Info and Relationships (Level A)

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

3.1.4 Abbreviations (Level AAA)

[Understanding Abbreviations](#) | [How to Meet Abbreviations](#)

Issue ID: DAC_Non_Descriptive_Headings_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/task-list>

Page title: Community payback assessment

Journey 1, step 3a.

Screenshot:

The screenshot displays two distinct information boxes. The top box, titled 'HIGH RoSH', details the 'Risk of serious harm' and lists risk levels for different groups: Children (Low), Public (High), Known adult (High), and Staff (Medium). The bottom box, titled 'CAT 1/LEVEL 2 MAPPA', describes 'Multi-agency public protection arrangements' and provides the last update date as 29th October 2021.

| Risk to | Community |
|-------------|-----------|
| Children | Low |
| Public | High |
| Known adult | High |
| Staff | Medium |

CAT 1/LEVEL 2 MAPPA
Multi-agency public protection arrangements
Last updated: 29th October 2021



| Heading List |
|--|
| Employment, education and skills information : 2 |
| Placement details : 2 |
| Declaration : 2 |
| Risk information : 3 |
| HIGH RoSH : 3 |
| CAT 1/LEVEL 2 MAPPA : 3 |

The 'HIGH RoSH' and 'CAT1/LEVEL2 MAPPA' headings use abbreviations which some users may not also understand. Additionally, for screen reader users navigating out of the context of the page using the headings dialog list, the headings are un-descriptive and screen reader users may find difficulty in understanding the purpose of each heading.

Current code ref(s): #main-content > div > div.govuk-grid-column-one-quarter > div.rosh-widget.rosh-widget--high > h3

```
<h3 class="govuk-heading-m"><strong>HIGH</strong> RoSH</h3>
```

Current code ref(s): #main-content > div > div.govuk-grid-column-one-quarter > div.mappa-widget > h3

```
<h3 class="govuk-heading-m"><strong>CAT 1/LEVEL 2</strong> MAPPA</h3>
```

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/individuals-details>

Page title: Individual's details

Journey 1, step 4a

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/pdf-preview>

Page title: PDF preview

Journey 1, step 42a.

This issue is present on several pages where these headings have been presented.

Solution:

In this case, it would benefit screen reader users if the paragraph text below the headings was used as the headings and the heading text placed below. This will allow screen reader users to identify both the purpose of the headings and understand the abbreviations in their journey.

Example:

```
<h3>Risk of serious harm (RoSH)</h3>
<p><strong>HIGH</strong> RoSH</p>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/delius-error>

Page title: There is a problem with the service
Journey 1, step 44.

Screenshot:

Community payback assessment

The h1 heading 'Community payback assessment' is non-descriptive and does not describe the purpose of the page which is to download and complete the assessment. This issue may particularly affect screen reader users who would expect the h1 heading to introduce the page and its purpose.

Current code ref(s): #main-content > div > div > h1

```
<h1 class="govuk-heading-xl landing-page__heading">Community payback assessment</h1>
```

Solution:

Ensure the h1 heading is descriptive of the page content and matches the page title. This will enable screen reader users to identify the page more easily in their journey.

Example:

```
<h1 class="govuk-heading-xl landing-page__heading">Download and complete the community payback assessment</h1>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/needs>

Page title: Needs
Journey 2, step 4.

Screenshot:



Needs

The h1 heading 'Needs' is non-descriptive and it is not clear what the purpose of the page is from the heading. This issue may affect multiple users groups but particularly screen reader users who use the h1 heading to identify the purpose of the page and the heading structure to identify the semantic structure of the page.

Current code ref(s): #main-content > h1

```
<h1 class="govuk-heading-xl">Needs</h1>
```

Solution:

Ensure that the h1 heading is descriptive and informs users of the purpose of the page it is introducing.

Example:

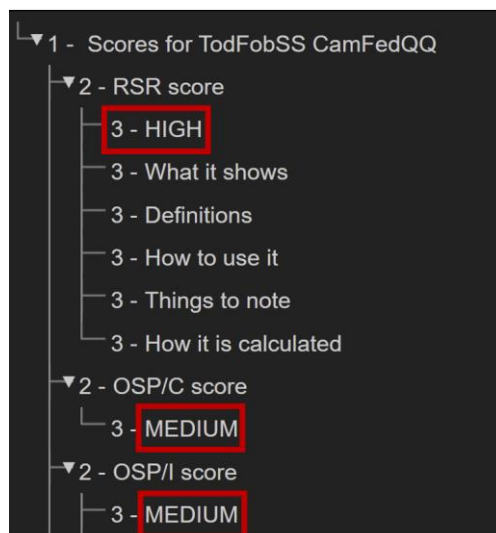
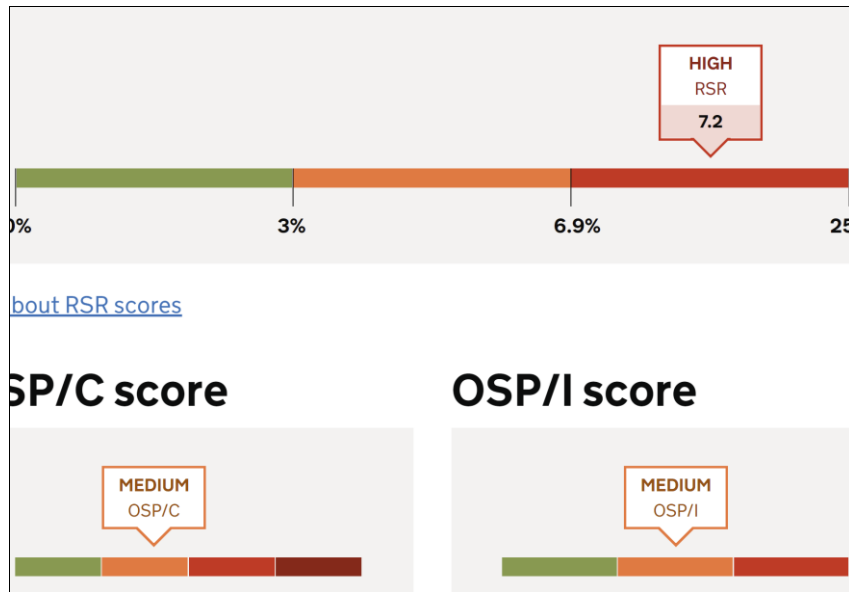
```
<h1 class="govuk-heading-xl">Prisoners Individual Needs</h1>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/predictor-scores#main-content>

Page title: Scores for TodFobSS CamFedQQ
Journey 2, step 5.

Screenshot:



The page has three non-descriptive headings. The headings read as 'HIGH', 'MEDIUM', 'MEDIUM'. This issue is related to [DAC Score Graphs 01](#) where the information in the graphs on the page is not accessible to screen reader user.

In this case, the headings are not descriptive and screen reader users may not be able to understand the purpose of the headings or what content they are introducing to the page.



Current code ref(s): #predictor-scores > div:nth-child(1) > div > div > div.score-label > div > div > div.score-label__card-top > h3
<h3>HIGH</h3>

Current code ref(s): #predictor-scores > div:nth-child(2) > div:nth-child(1) > div > div.score-label > div > div > div.score-label__card-top > h3
<h3>MEDIUM</h3>

Current code ref(s): #predictor-scores > div:nth-child(2) > div:nth-child(2) > div > div.score-label > div > div > div.score-label__card-top > h3
<h3>MEDIUM</h3>

Solution:

Please refer to the solution in [DAC Score Graphs 01](#).



Parsing (A)

There are elements within the page which have duplicate ID attributes.

WCAG Reference:

4.1.1 Parsing (Level A)

[Understanding Parsing](#) | [How to Meet Parsing](#)

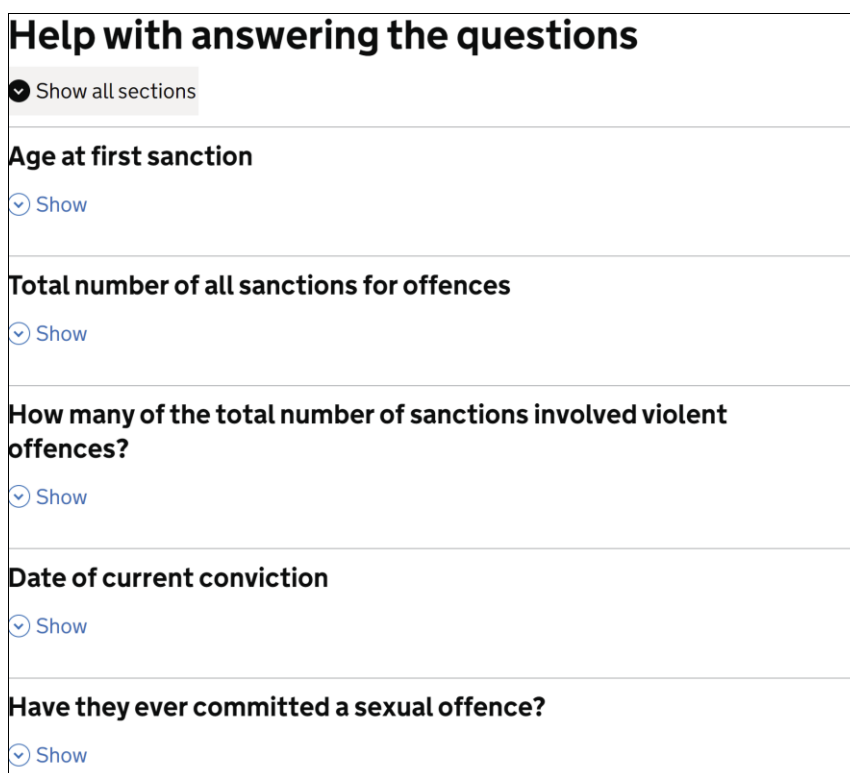
Issue ID: DAC_Parsing_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions#help-section>

Page title: Offences and convictions

Journey 2, step 3.

Screenshot:



The page displays multiple button elements with matching ID attributes. This issue may be problematic for screen reading software, which can encounter problems identifying information correctly when duplicate ID values are presented on the page.

Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">
  Total number of all sanctions for offences
</span></span>
```



Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    How many of the total number of sanctions involved violent offences?  
</span></span>
```

Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    Date of current conviction  
</span></span>
```

Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    Have they ever committed a sexual offence?  
</span></span>
```

Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    Does the current offence have a sexual motivation?  
</span></span>
```

Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    Does the current offence involve a victim who was a stranger?  
</span></span>
```

Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    Date of most recent sanction involving a sexual or sexually motivated  
offence  
</span></span>
```

Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    Number of previous or current sanctions involving contact adult sexual  
or sexually motivated offences  
</span></span>
```

Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    Number of previous or current sanctions involving contact child sexual  
or sexually motivated offences  
</span></span>
```



Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    Number of previous or current sanctions involving indecent child image  
sexual or sexually motivated offences  
</span></span>
```

Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    Number of previous or current sanctions involving other non-contact  
sexual or sexually motivated offences  
</span></span>
```

Current code ref(s): #accordion-default-heading-1

```
<span class="govuk-accordion__section-heading-text" id="accordion-default-heading-1"><span class="govuk-accordion__section-heading-text-focus">  
    Date of commencement of community sentence or earliest possible  
release from custody  
</span></span>
```

Solution:

Ensure all ID values on the page are unique. This will enable screen reading software to identify and navigate elements correctly.

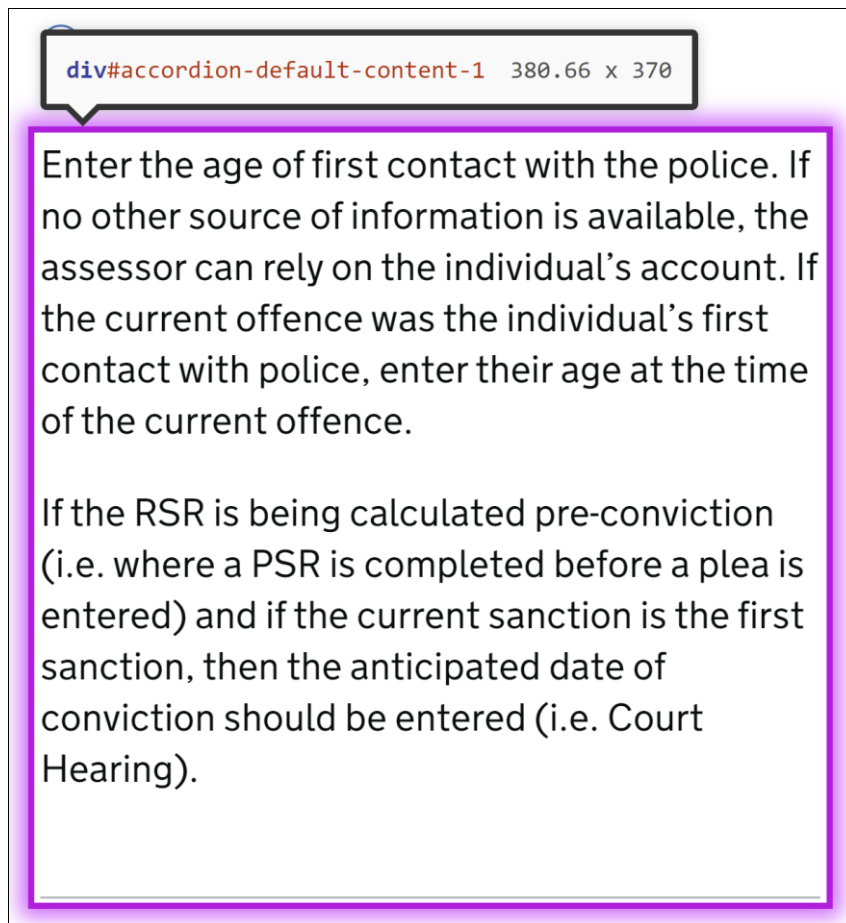


URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions#help-section>

Page title: Offences and convictions

Journey 2, step 3.

Screenshot:



The page displays multiple button elements with matching ID attributes. This issue may be problematic for screen reading software, which can encounter problems identifying information correctly when duplicate ID values are presented on the page.

Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
```

Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
```



Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
</div>
```

Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
</div>
```

Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
</div>
```

Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
</div>
```

Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
</div>
```

Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
</div>
```

Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
</div>
```

Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
</div>
```

Current code ref(s): #accordion-default-content-1

```
<div id="accordion-default-content-1" class="govuk-accordion__section-content"
aria-labelledby="accordion-default-heading-1">[...]
</div>
```

Solution:

Ensure all ID values on the page are unique. This will enable screen reading software to identify and navigate elements correctly.



Page Title (A)

The page title does not reflect the purpose of the page.

WCAG Reference:

2.4.2 Page Titled (Level A)

[Understanding Page Titled](#) | [How to Meet Page Titled](#)

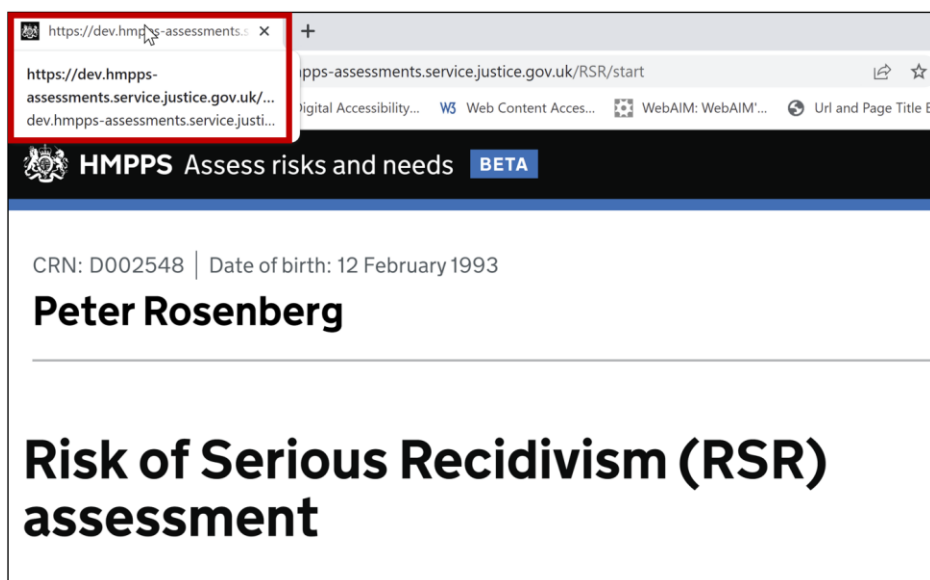
Issue ID: DAC_Page_Titled_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/start>

Heading: Risk of Serious Recidivism (RSR) assessment

Journey 2, step 1

Screenshot:



The page has no title, this issue may affect all users but particularly screen reader users for whom the page title is the first element they encounter on the page. Page titles enable screen reader users to identify the page and distinguish between pages when multiple pages are opened.

Current code ref(s): head > title

```
<title></title>
```

Screen reader comments:

“I checked the page for a page title, and was shocked not to find one. This will be disorientating to many who rely on screen reading applications, as they value the page title as a quick indication of what the page is for. Further, in order to follow GOV.UK Design System best practice, a unique page title should be provided, in the format ‘page purpose – service name – GOV.UK’, where the purpose closely matches the level 1 heading.”

Solution:

Ensure the page has a descriptive title which will enable all users to identify the page and its purpose. GOV.UK Design System guidelines also recommend that the page title matches the h1 on the page.

Example:

```
<title>Risk of Serious Recidivism (RSR) assessment - Assess Risks and Needs - GOV.UK</title>
```



Incorrect Role (A)

The back link has been assigned an incorrect role.

WCAG Reference:

4.1.2 Name, Role, Value (Level A)

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)

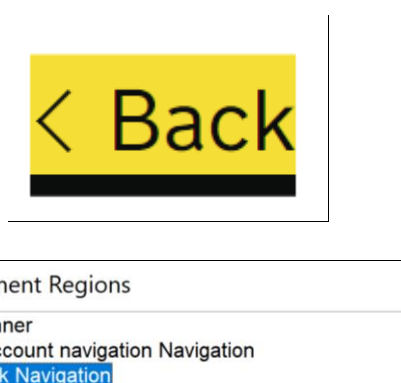
Issue ID: DAC_Incorrect_Role_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/task-list>

Page title: Community payback assessment

Journey 1, step 3 – **This issue is present across the service.**

Screenshot:



The 'Back' link has been assigned the role of navigation. This is an incorrect role for a link and may be confusing for screen reader users as the link is displayed in the document regions list. Screen reader users would expect the 'Back' to have no role and just be marked up as a standard link.

Current code ref(s): body > div.moj-primary-navigation__container.govuk-width-container--app-extra-wide > div

```
<div role="navigation" aria-label="back">  
  <a href="/UPW/start" class="govuk-back-link">Back</a>  
</div>
```

Screen reader comments:

"I examined the landmarks on the page using the Quick Nav 'r' key, and found one named 'Back', which simply preceded the 'Back' link'. I found that this added no value, but merely added clutter to the page. To simplify navigation for adaptive technology users, I would suggest that this landmark be removed.

The issue is present with JAWS."

Solution:

Ensure the link is marked up as a standard back link. Further information can be found in the [Back link section of the GOV.UK Design System guidelines](#).



Score Graphs (A)

Information and content had been displayed using CSS.

WCAG Reference:

1.1.1 Non-text Content (Level A)

[Understanding Non-text Content](#) | [How to Meet Non-text Content](#)

1.3.1 Info and Relationships (Level A)

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

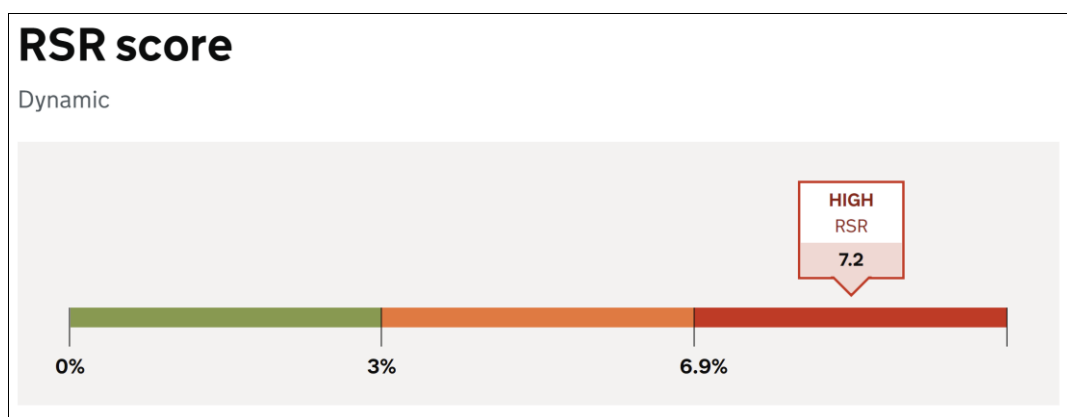
Issue ID: DAC_Score_Graphs_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/predictor-scores>

Page title: Scores for GuyBedGG ZedDipZZ

Journey 2, step 3.

Screenshot:



The score graphs on the page have been implemented using CSS, this is problematic for screen reader users who are unable to view any non-text content which has been inserted using CSS. In this case there is no text alternative which conveys the information presented in the graph. Screen reader users are not provided with the means to discern the different levels of score as sighted users are.

Current code ref(s): #predictor-scores > div:nth-child(1) > div > div

```
<div class="predictor-score govuk-body">
  <div class="score-label">
    <div class="score-label-wrapper--high score-label-wrapper--position-three-of-three">
      <div class="score-label__card">
        <div class="score-label__card-top">
          <h3>HIGH</h3>
          <p>RSR</p>
        </div>
        <div class="score-label__card-bottom">
          <p>7.2</p>
        </div>
      </div>
    </div>
  </div>
</div>
```

```

    <div class="score-label__card-pointer"></div>
</div>
  </div>
</div>
  <div class="score-bar">
    <div>
      <span></span>
    </div>
    <div>
      <span></span>
    </div>
    <div>
      <span></span>
    </div>
    <div>
      <span></span>
    </div>
  </div>
</div>

```

Screen reader comments:

“I examined the content in context under the main level 1 heading and found the layout difficult to understand. While this is partly due to the specialised nature of the material, I also observed that tabular numeric data was being presented without the use of a table, for example, JAWS spoke the following lines:

‘Dynamic
HIGH
RSR
7.2
0%
3%
6.9%
25%+’.

I would recommend that thought be given to presenting this data in a format that will be more user-friendly for those who rely on adaptive technology, perhaps by using a table.”

Solution:

Present the information contained in the graph in text format on the page, this can be implemented using a descriptive heading which introduces each score result, followed by the score and an explanation of the score and a description list which explains how each score is assessed and its impact.

If the graph is to be displayed for sighted users it should be hidden from screen reader users.

Example:

The image below contains a good example of how the information could be presented for screen reader users. It could be presented in a <dl> to enable screen reader users to navigate the information more easily.



Scoring results

Based on your answers, your project's score is:

Average

This means your project might be successful.

| | |
|----------------|--|
| Strong | Based on your answers, a grant application is likely to be successful. |
| Average | Based on your answers, a grant application might be successful. |
| Weak | Based on your answers, a grant application is unlikely to be successful. |



Unlabelled Radio Buttons – TalkBack Specific (A)

When navigating the service using TalkBack on Android the radio buttons announce as unlabelled.

WCAG Reference:

1.3.1 Info and Relationships (Level A)

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

4.1.2 Name, Role, Value (Level A)

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)

Issue ID: DAC_Unlabelled_Radio_Buttons_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/cultural-and-religious-adjustments>

Page title: Cultural and religious adjustments

Journey 1, step 8 – **This issue is present throughout the service when using TalkBack only, further investigation is required.**

Screen Shot:

Mark this section as complete?

Yes

No, I'll come back later

Radio buttons throughout the service are announcing a 'ticked' and 'not ticked' with their labels not being read out. This issue is only present when using TalkBack on Android and further investigation is required.



Current code ref(s): #main-content > div > div.govuk-grid-column-three-quarters > form > div.govuk-form-group

```
<div class="govuk-form-group">
<fieldset class="govuk-fieldset" aria-describedby="individual_details_complete-
hint">
  <legend class="govuk-fieldset__legend individual_details_complete govuk-label--
m">
    Mark this section as complete?
  </legend>
  <div id="individual_details_complete-hint" class="govuk-hint">

</div>
  <div class="govuk-radios" data-module="govuk-radios">
    <div class="govuk-radios__item">
      <input class="govuk-radios__input" id="individual_details_complete"
name="individual_details_complete" type="radio" value="YES" checked="">
      <label class="govuk-label govuk-radios__label"
for="individual_details_complete">
        Yes
      </label>
    </div>
    <div class="govuk-radios__item">
      <input class="govuk-radios__input" id="individual_details_complete-2"
name="individual_details_complete" type="radio" value="NO_ILL_COME_BACK_LATER">
      <label class="govuk-label govuk-radios__label"
for="individual_details_complete-2">
        No, I'll come back later
      </label>
    </div>
  </div>
</fieldset>
</div>
```

Screen reader comments:

"I examined the radio buttons for 'Mark this section as complete' with TalkBack, both in context, and using controls navigation, and found that unlike the other screen readers, no labels were announced, and all I heard was 'not ticked' for the first one, and 'ticked' for the second. This meant it was impossible to tell which radio button was the 'yes' option, and which was the 'no' option. This needs to be addressed if possible, as it will present a major obstacle to completing this service.

The issue is present with TalkBack only."

Solution:

Further investigation is required to resolve this issue.



Medium Priority WCAG Level AA

The following section contains areas that failed to meet WCAG 2.1 AA. For the website to fall in line with WCAG 2.1 requirements, all A and AA issues must be resolved.

Non-Descriptive Legend (AA)

The legend text is non-descriptive for screen reader users.

WCAG Reference:

2.4.6 Headings and Labels (Level AA)

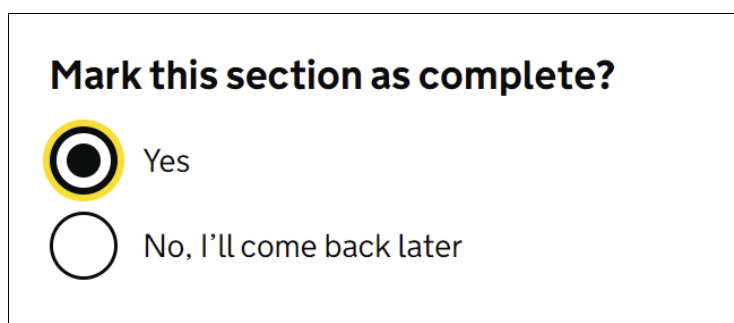
[Understanding Headings and Labels](#) | [How to Meet Headings and Labels](#)

Issue ID: DAC_Non_Descriptive_Legend_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/individuals-details#main-content>

Page title: Individual's details – **This issue is present throughout Journey 1.**
Journey 1, step 4a.

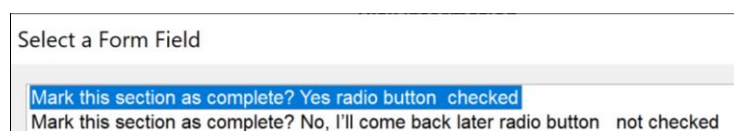
Screenshot:



Mark this section as complete?

Yes

No, I'll come back later



Select a Form Field

Mark this section as complete? Yes radio button checked

Mark this section as complete? No, I'll come back later radio button not checked

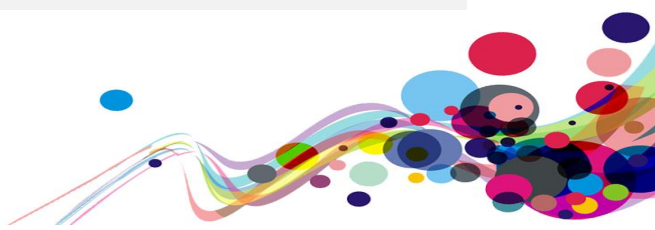
The 'Mark this section as complete?' legend is non-descriptive for screen reader users navigating out of the context of the page using the form fields dialog list. Further description is required to allow screen reader users to identify the section in their journey.

Current code ref(s): #main-content > div > div.govuk-grid-column-three-quarters > form > div.govuk-form-group > fieldset > legend

```
<legend class="govuk-fieldset__legend individual_details_complete govuk-label--m">  
Mark this section as complete?  
</legend>
```

Screen reader comments:

"I explored the set of 2 radio buttons using both the 'f' and 'a' Quick Nav keys, and was surprised to find them spoken as just 'Yes' and 'No'.



This meant I had no idea what the radio buttons related to. On the other hand, when reading the radio buttons in context, or navigating to them with tab, I heard the announcement ‘Group start, Mark this section as complete?’.

It appears that although a fieldset and legend has been used, JAWS is failing to correctly read the legend, due to a software defect. However, this is likely to cause significant difficulty to a proportion of people reliant on a screen reader, as the above navigation commands are used frequently. Clarity could be further improved here and elsewhere by replacing the text ‘this section’ with the name of the section, for example, ‘Mark individual’s details as complete’.”

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/gender-information>

Page title: Gender information

Journey 1, step 10.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/cultural-and-religious-adjustments>

Page title: Cultural and religious adjustments

Journey 1, step 11

Solution:

Add more description to the legend which describes which section the radio buttons are related to this will enable screen reader users to identify the purpose of the radio buttons in their journey.

Example:

```
<legend class="govuk-fieldset__legend individual_details_complete govuk-label--m">  
Mark Individuals details section as complete?  
</legend>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/cultural-and-religious-adjustments>

Page title: Cultural and religious adjustments

Journey 1, step 11.

Screenshot:



Cultural or religious adjustments?

Yes

No

The legend 'Cultural or religious adjustments?' is non-descriptive and it is not clear what the question is asking. This issue may affect all user groups who may find the question difficult to understand.

Current code ref(s): #main-content > div > div.govuk-grid-column-three-quarters > form > div:nth-child(2) > fieldset

```
<legend class="govuk-fieldset__legend cultural_religious_adjustment govuk-label--m">Cultural or religious adjustments?</legend>
```

Solution:

In this case, the page should have a h1 which introduces the page content, as mentioned in [DAC Information And Relationships 04](#), and the legend for the radio buttons should be clear and descriptive. This will enable all users to understand the purpose of the question in their journey.

Example:

```
<h1>Cultural or religious adjustments</h1>
```

```
<legend class="govuk-fieldset__legend cultural_religious_adjustment govuk-label--m">Does the offender require any cultural or religious adjustments?</legend>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/health-issues>

Page title: Health issues

Journey 1, step 22.

Screenshot:

Allergies?

Yes

No

Sudden loss of consciousness?

Yes

No

Epilepsy?

Yes

No

Pregnant or recently given birth?

Pregnant

Recently given birth

No

Any other health issues?

Yes

No

Select a Form Field

| | |
|---|-------------|
| Allergies? Yes radio button | not checked |
| Allergies? No radio button | checked |
| Sudden loss of consciousness? Yes radio button | not checked |
| Sudden loss of consciousness? No radio button | not checked |
| Epilepsy? Yes radio button | not checked |
| Epilepsy? No radio button | not checked |
| Pregnant or recently given birth? Pregnant radio button | not checked |
| Pregnant or recently given birth? Recently given birth radio button | not checked |
| Pregnant or recently given birth? No radio button | not checked |
| Any other health issues? Yes radio button | not checked |
| Any other health issues? No radio button | not checked |



The legends for the radio buttons in the form field are non-descriptive. This issue may affect screen reader users navigating out of the context of the page using the form fields dialog list as some of the questions may be perceived as unclear. Screen reader users may find it difficult to understand ‘Allergies?’, ‘Sudden loss of consciousness?’, ‘Epilepsy?’ without the additional context on the page.

Current code ref(s): #main-content > div > div.govuk-grid-column-three-quarters > form > div:nth-child(2) > fieldset > legend

```
<legend class="govuk-fieldset__legend allergies govuk-label--m">  
Allergies?  
</legend>
```

Current code ref(s): #main-content > div > div.govuk-grid-column-three-quarters > form > div:nth-child(3) > fieldset > legend

```
<legend class="govuk-fieldset__legend loss_consciousness govuk-label--m">  
Sudden loss of consciousness?  
</legend>
```

Current code ref(s): #main-content > div > div.govuk-grid-column-three-quarters > form > div:nth-child(4) > fieldset > legend

```
<legend class="govuk-fieldset__legend epilepsy govuk-label--m">  
Epilepsy?  
</legend>
```

Solution:

Add more description to each of the legends, this will enable screen reader users to understand the purpose of each set of radio buttons correctly when navigating out of the context of the page.

Example:

```
<h1>other health issues that may affect ability to work</h1>  
<legend class="govuk-fieldset__legend allergies govuk-label--m">  
Does the offender have any known allergies?  
</legend>
```



Non-Descriptive Label (AA)

The label is non-descriptive for screen reader users.

WCAG Reference:

2.4.6 Headings and Labels (Level AA)

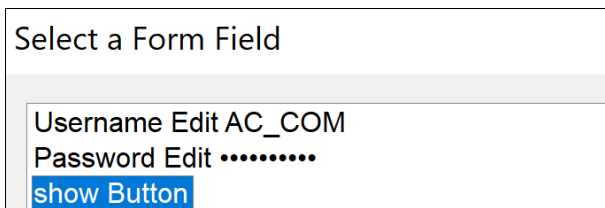
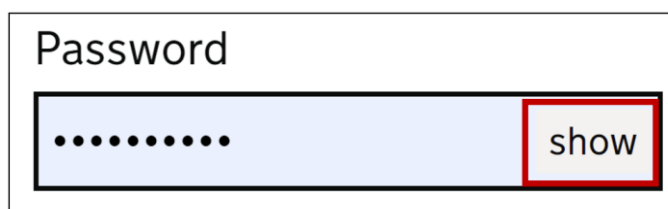
[Understanding Headings and Labels](#) | [How to Meet Headings and Labels](#)

Issue ID: DAC_Non_Descriptive_Label_01

URL: https://sign-in-dev.hmpps.service.justice.gov.uk/auth/sign-in?redirect_uri=https://dev.hmpps-assessments.service.justice.gov.uk/login/callback

Page title: HMPPS Digital Services - Sign in
Journey 1, step 1.

Screenshot:



The label for the show button is non-descriptive. This may affect screen reader users navigating out of the context of the page using the form fields dialog list as it is not clear what will be shown if the button is activated.

Current code ref(s): #show-password

```
<button type="button" onclick="showHide()" id="show-password" class="govuk-button" data-module="govuk-button">show</button>
```

Screen reader user comments:

"I explored the page using the JAWS Quick Nav 'B' feature, and discovered a button which was spoken as 'Show'. I was unclear what would be shown if I were to activate this button, and had to read in context to determine that the button related to showing a password. As this may be confusing for those who use screen reading tools, it is important that all buttons be given a unique label which clearly describes their function, with the same text being spoken irrespective of the method used to navigate to them."



Solution:

Add an aria-label to the button which adds more detail to the label, this will enable screen reader users to identify the purpose of the button correctly.

Example:

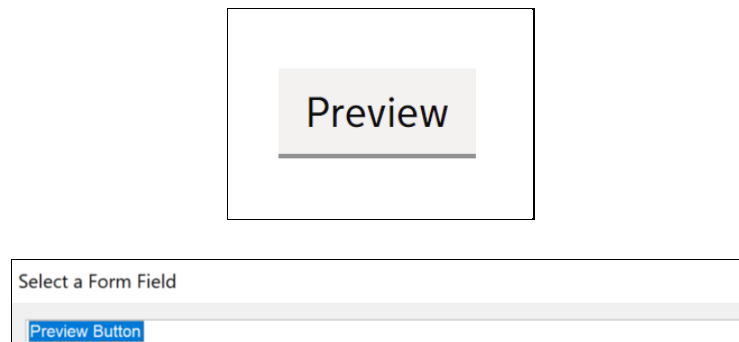
```
<button type="button" onclick="showHide()" id="show-password" class="govuk-button" data-module="govuk-button" aria-label="show-password"></button>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/pdf-preview-and-declaration>

Page title: PDF preview and declaration
Journey 1, step 42.

Screenshot:



The 'Preview' button's label is non-descriptive. This may cause difficulty to screen reader users navigating out of the context of the page using the form fields dialog list who may be unable to understand the purpose of the button or what will be previewed if they activate the button.

```
Current code ref(s): #main-content > div > div.govuk-grid-column-two-thirds > form > a  
<a href="/UPW/pdf-preview" role="button" draggable="false" class="govuk-button govuk-button--secondary" data-module="govuk-button">  
Preview  
</a>
```

Screen reader comments:

"I reviewed the buttons on the page using the Quick Nav 'b' command, and located one spoken as 'Preview'. I was unsure what would be previewed if I activated this button, and had to explore in context in order to establish that it related to viewing a PDF version of the assessment. To remedy this issue which will affect many of those reliant on adaptive software, the button should be given a descriptive label such as 'Preview PDF version of assessment'.

Solution:

Add more description by using an aria-label, this will enable screen reader users to understand the purpose of the button when navigating out of the context of the page.

Example:

```
<a href="/UPW/pdf-preview" role="button" draggable="false" class="govuk-button govuk-button--secondary" data-module="govuk-button" aria-label="Preview assessment PDF document for Lee Jarlce">  
Preview  
</a>
```



Autocomplete (AA)

The input fields in the form field have no autocomplete attributes.

WCAG Reference:

1.3.5 Identify Input Purpose (Level AA)

[Understanding Identify Input Purpose](#) | [How to Meet Identify Input Purpose](#)

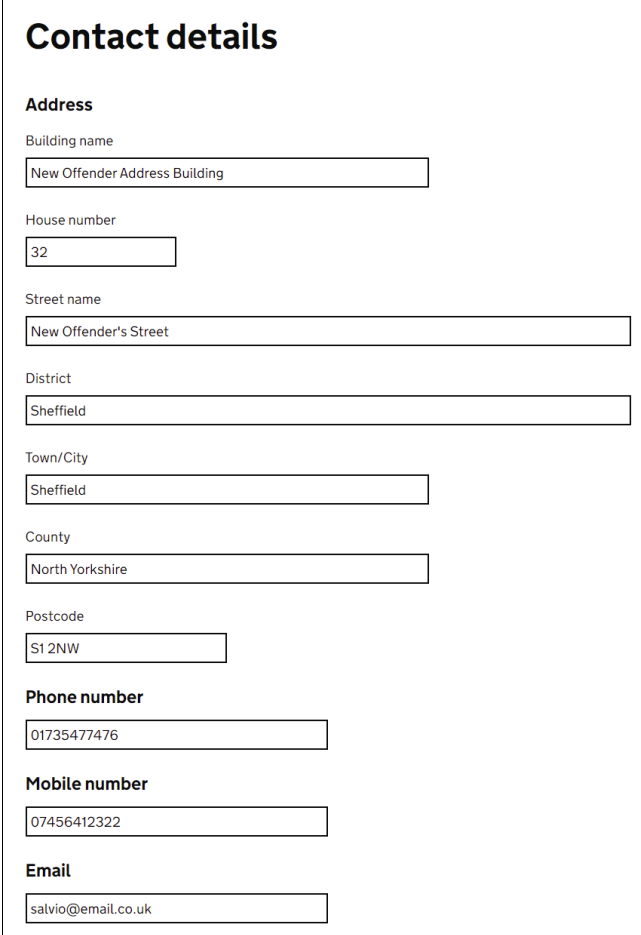
Issue ID: DAC_Autocomplete_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-contact-details>

Page title: Contact details

Journey 1, step 5.

Screenshot:



Contact details

Address

Building name

House number

Street name

District

Town/City

County

Postcode

Phone number

Mobile number

Email

The address, phone numbers and email address input fields in the form field do not contain autocomplete attributes. This issue may affect how cognitive users navigate the form field who use the autocomplete to assist with completing form fields.



Current code ref(s): #contact_address_building_name

```
<input class="govuk-input govuk-!-width-two-thirds" id="contact_address_building_name" name="contact_address_building_name" type="text" value="New Offender Address Building" aria-describedby="contact_address_building_name-hint">
```

Current code ref(s): #contact_phone_number

```
<input class="govuk-input govuk-!-width-one-half" id="contact_phone_number" name="contact_phone_number" type="text" value="01735477476" aria-describedby="contact_phone_number-hint">
```

Current code ref(s): #contact_email_addresses

```
<input class="govuk-input govuk-!-width-one-half" id="contact_email_addresses" name="contact_email_addresses" type="text" value="salvio@email.co.uk" aria-describedby="contact_email_addresses-hint">
```

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-emergency-contact-details#main-content>

Page title: Emergency contact details

Journey 1, step 6.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-gp-details>

Page title: Details of GP

Journey 1, step 24.

Solution:

Ensure that the input fields have valid autocomplete attributes, this will enable users with cognitive impairments to navigate and complete the form more easily.

Autocomplete values and further information can be found in the [Addresses](#), [Telephone numbers](#) and [Email addresses](#) sections in the GOV.UK Design System guidelines.



Error Suggestion (AA)

When users commit an error, the error message is non-descriptive.

WCAG Reference:

2.4.4 Link Purpose (In Context) (Level A)

[Understanding Link Purpose \(In Context\)](#) | [How to Meet Link Purpose \(In Context\)](#)

3.3.3 Error Suggestion (Level AA)

[Understanding Error Suggestion](#) | [How to Meet Error Suggestion](#)

2.4.9 Link Purpose (Link Only) (Level AAA)

[Understanding Link Purpose \(Link Only\)](#) | [How to Meet Link Purpose \(Link Only\)](#)

3.3.6 Error Prevention (All) (Level AAA)

[Understanding Error Prevention \(All\)](#) | [How to Meet Error Prevention \(All\)](#)

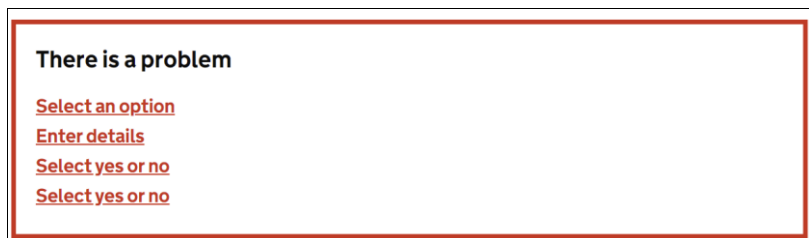
Issue ID: DAC_Error_Suggestion_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/gender-information>

Page title: Gender information

Journey 1, step 9 – **This issue is present throughout the service.**

Screenshot:



Gender identity

Select an option

Male

Female

Non-binary

Prefer to self-describe

Prefer not to say

Has the individual gone through any part of a process to change the sex they were assigned at birth to the gender they now identify with, or do they intend to?

Yes

Give details and discuss placement options with the individual, based on their gender identity. Record their preference and the details of the conversation.

Enter details

You have 4000 characters remaining

No

Is the individual intersex or do they have a Difference in Sexual Development (DSD)?

Select yes or no

Yes

No

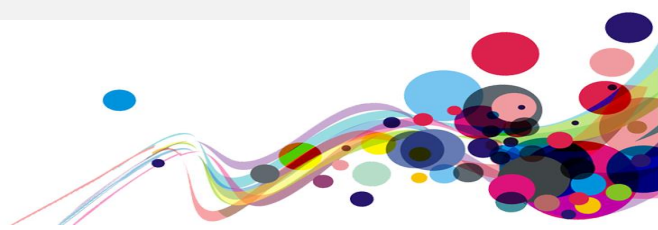
When users commit an error, the error messages and error links in the error summary are non-descriptive and read ‘Select an option’, ‘Enter details’, ‘Select yes or no’ .

This issue may affect screen reader users who may be unable to identify the what the error is and suggestions for how to resolve the error in their journey.

This issue is consistent throughout the service where the inline error messages and links in the summary are duplicated and non-descriptive.

Current code ref(s): #main-content > div:nth-child(1) > div > div

```
<div class="govuk-error-summary" aria-labelledby="error-summary-title"
role="alert" data-module="govuk-error-summary">
  <h2 class="govuk-error-summary__title" id="error-summary-title">
    There is a problem
  </h2>
  <div class="govuk-error-summary__body">
    <ul class="govuk-list govuk-error-summary__list">
      <li>
        <a href="#gender_identity-error">Select an option</a>
      </li>
      <li>
        <a href="#sex_change_details-error">Enter details</a>
      </li>
      <li>
        <a href="#intersex_or_dsd-error">Select yes or no</a>
      </li>
      <li>
        <a href="#transgender-error">Select yes or no</a>
      </li>
    </ul>
  </div>
</div>
```



```
</ul>
</div>
</div>
```

Current code ref(s): #gender_identity-error

```
<p id="gender_identity-error" class="govuk-error-message">
<span class="govuk-visually-hidden">Error:</span> Select an option
</p>
```

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/cultural-and-religious-adjustments>

Page title: Cultural and religious adjustments

Journey 1, step 11.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/risk-of-harm-in-the-community>

Page title: Risk of harm in the community

Journey 1, step 13.

Solution:

Ensure the error messages and links are unique and describe the error to the user. Error messages and links should follow the GOV.UK Design System guidelines, be clear and concise, describe what has happened and tell users how to resolve the issue.

Link:

```
<li><a href="#gender_identity-error">Select Gender Identity</a></li>
```

Error message:

```
<p id="gender_identity-error" class="govuk-error-message">
<span class="govuk-visually-hidden">Error:</span> Select Gender Identity
</p>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/intensive-working>

Page title: Intensive working

Journey 1, step 36.

Screenshot:

The screenshot shows a web form with the following elements:

- There is a problem** (Section header)
- Three error messages: [Enter a number between 0 and 21](#), [Enter a number between 0 and 21](#), and [Enter details](#).
- Placement details** (Section header)
- Intensive working** (Section title)
- Is the individual eligible for intensive working?** (Question)
- Yes** (Selected option)
- Two input fields, each with the error message [Enter a number between 0 and 21](#) and the value **7**.

When users commit an error, the error messages and error links in the error summary are duplicated and non-descriptive and read 'Enter a number between 0 and 21' and also as mentioned in [DAC Error Suggestion 01](#) the other error message / link reads 'Enter details' which is consistent throughout the Journey 1.

This issue may affect screen reader users who may be unable to identify the what the error is and suggestions for how to resolve the error in their journey.



Current code ref(s): #main-content > div:nth-child(1) > div > div > div > ul

```
<ul class="govuk-list govuk-error-summary__list">
  <li>
    <a href="#recommended_hours_start_order-error">Enter a number between 0
and 21</a>
  </li>
  <li>
    <a href="#recommended_hours_midpoint_order-error">Enter a number between 0
and 21</a>
  </li>
  <li>
    <a href="#twenty_eight_hours_working_week_details-error">Enter details</a>
  </li>
</ul>
```

Current code ref(s): #recommended_hours_start_order-error

```
<p id="recommended_hours_start_order-error" class="govuk-error-message"><span
class="govuk-visually-hidden">Error:</span> Enter a number between 0 and 21</p>
```

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions#total_violent_offences-error

Page title: Offences and convictions

Journey 2, step 3

Solution:

Add more description to the error messages and link which will enable screen reader users to identify the error and suggestions of how to correct the error in their journey.

Example:

```
<li>
  <a href="#recommended_hours_start_order-error">Enter recommended hours per
week in addition to the statutory minimum at the start of the order between 0 and
21</a>
</li>
```

```
<p id="recommended_hours_start_order-error" class="govuk-error-message"><span
class="govuk-visually-hidden">Error:</span> Enter recommended hours per week in
addition to the statutory minimum at the start of the order between 0 and 21</p>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/needs>

Page title: Needs
Journey 2, step 4.

Screenshot:

There is a problem

[Select an option](#)

[Select yes or no](#)

[Select an option](#)

[Select yes or no](#)

[Select an option](#)

[Select an option](#)

[Select an option](#)

[Select an option](#)

[Select an option](#)

[Select yes or no](#)

[Select yes or no](#)

[Select yes or no](#)

[Select yes or no](#)

[Select yes or no](#)

[Select yes or no](#)

[Select yes or no](#)

[Select yes or no](#)

[Select yes or no](#)

[Select yes or no](#)

[Select yes or no](#)

[Select yes or no](#)

Is the individual living in suitable accommodation?

[Select an option](#)

No problems

Some problems

Significant problems

Is the person unemployed or will be unemployed upon release?

[Select yes or no](#)

No

Not available for work

Yes

What is the person's current relationship with their partner?

[Select an option](#)

No problems

Some problems



When users commit an error, the error messages and error links in the error summary are non-descriptive and read ‘Select an option’ and ‘Select yes or no’.

This issue may affect screen reader users who may be unable to identify the what the error is as there are several duplicated messages and also suggestions for how to resolve the errors in their journey.

This issue is consistent throughout the service where the inline error messages and links in the summary are duplicated and non-descriptive.

Current code ref(s): #main-content > div:nth-child(3) > div > div > div > ul

```
<ul class="govuk-list govuk-error-summary__list">
  <li>
    <a href="#suitable_accommodation-error">Select an option</a>
  </li>[...]
</ul>
```

Current code ref(s): #suitable_accommodation-error

```
<p id="suitable_accommodation-error" class="govuk-error-message">
<span class="govuk-visually-hidden">Error:</span> Select an option
</p>
```

Screen reader comments:

“I left numerous fields blank, and activated ‘Save and continue’. I found that the resulting error skip links, were insufficiently clear, since although activating it took me to the erroneous field, the link text did not indicate which field was in error, as I was only presented with multiple, ‘select yes or no’ errors.

I found this confusing, and believe other screen reader users would be affected in a similar way. I would therefore suggest that the error message text for both the skip link and inline error validation message be improved, and that the field be left blank.”

Solution:

Ensure that all error messages are descriptive enough, allowing for all users to clearly identify what the error was and to which field it relates to. Please refer to the '[Error message component guide](#)' and the '[Error summary component guide](#)' on the GOV.UK Design System for more information.



Reflow (AA)

When users viewed the page in landscape view on mobile information was truncated and inaccessible.

WCAG Reference:

1.4.10 Reflow (Level AA)

[Understanding Reflow](#) | [How to Meet Reflow](#)

Issue ID: DAC_Reflow_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/availability>

Page: Availability

Journey: Task 1, step 38a.

Screenshot:

| When is the individual available for work? | | | | | | | not been completed for this individual. |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Morning | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Afternoon | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Evening | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Additional availability information [Optional] | | | | | | | NO MAPPA Multi-agency public protection arrangements |

The low-vision analyst discovered that when the page was viewed in landscape view on mobile devices text boxes overlapped the table which contains interactive checkboxes. The analyst was unable to read the information or interact with the checkboxes correctly.

Current code ref(s): #main-content > div > div.govuk-grid-column-one-quarter > div.rosh-widget.rosh-widget--high

```
<div class="rosh-widget rosh-widget--high" >
  <h3 class="govuk-heading-m"><strong>HIGH
</strong> RoSH</h3>
  <p class="govuk-body-m">Risk of serious harm</p>
  <p class="govuk-hint govuk-body-m">Last updated: 5th November 2021</p>

  <table class="govuk-table rosh-widget__table">[...]</table>
</div>
```

Low vision user comments:

When I rotated my phone to view the webpage in landscape view, I noticed that the 'Sunday' row is not fully visible because the row is behind the 'Yes' and 'No' Mappa sections, meaning that users like myself won't be able to see, read or interact with the checkboxes behind the sections above.

Solution:

Ensure that all information is accessible and there is no loss of content when the size of the viewport is adjusted.



Non-Text Contrast (AA)

The contrast ratio of the graph fails to meet WCAG 2.1 guidelines for non-text contrast.

WCAG Reference:

1.4.11 Non-text Contrast (Level AA)

[Understanding Non-text Contrast](#) | [How to Meet Non-text Contrast](#)

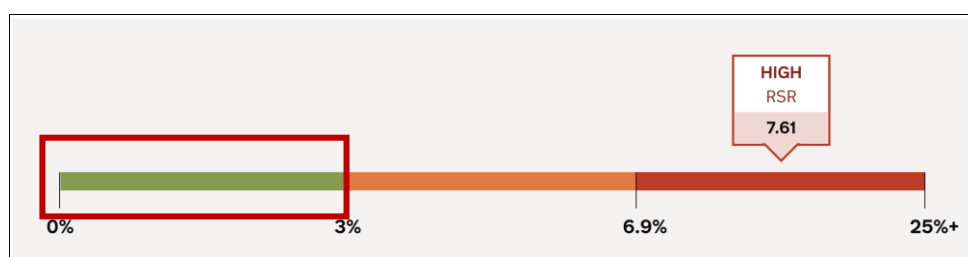
Issue ID: DAC_Non_Text_Contrast_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/predictor-scores>

Page title: Scores for GuyBedGG ZedDipZZ

Journey 2, step 5.

Screenshot:



The green indicator against the grey background on the score graph fails to meet WCAG 2.1 guidelines for non-text contrast. This issue may affect low-vision users who may find it difficult to identify the information in the chart correctly. To meet WCAG 2.1 non-text contrast guidelines the minimum contrast ratio is 3:1 (it is currently 2.8:1)

Current code ref(s): #predictor-scores > div:nth-child(1) > div > div > div.score-bar > div:nth-child(1) > span

```
<span></span>
```

CSS:

```
.score-bar>div:nth-child(4n+1)>span:first-child {  
  background-color: #85994b;  
}  
  
.predictor-score {  
  width: 100%;  
  padding: 30px 40px 10px;  
  box-sizing: border-box;  
  background-color: #f3f2f1;  
}
```



Colour blind/dyslexic user comments:

Under 'RSR score' there is a bar with three colours. The green on the bar, between 0% and 3% is green on a grey background which is slightly difficult to see due to the contrast. The Colour contrast ratio is 2.8:1 which may make it difficult for some users to see. The colour contrast ratio should be 3:1

Solution:

Ensure that the bars on the graph meet a minimum of 3:1. This will enable low-vision users to view the graph correctly.

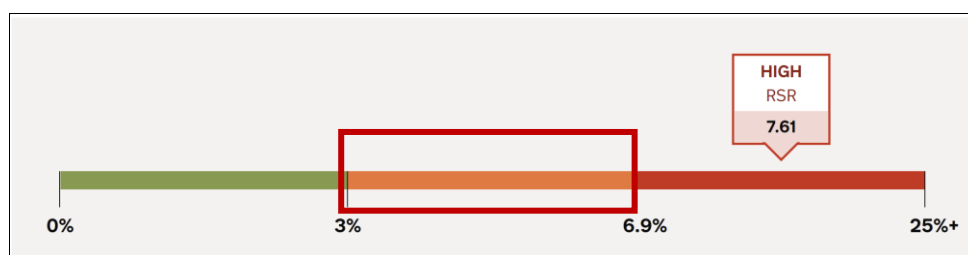


URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/predictor-scores>

Page title: Scores for GuyBedGG ZedDipZZ

Journey 2, step 5.

Screenshot:



The orange indicator against the grey background on the score graph fails to meet WCAG 2.1 guidelines for non-text contrast. This issue may affect low-vision users who may find it difficult to identify the information in the chart correctly. To meet WCAG 2.1 non-text contrast guidelines the minimum contrast ratio is 3:1 (it is currently 2.5:1)

Current code ref(s): #predictor-scores > div:nth-child(1) > div > div > div.score-bar > div:nth-child(2) > span

CSS:

```
.score-bar>div:nth-child(4n+2)>span:first-child {  
  background-color: #f47738;  
}  
  
.predictor-score {  
  width: 100%;  
  padding: 30px 40px 10px;  
  box-sizing: border-box;  
  background-color: #f3f2f1;  
}
```

Colour blind/dyslexic user comments:

Under 'RSR score' there is a bar with three colours. The orange on the bar, between 3% and 6.9% is orange on a grey background which is slightly difficult to see due to the contrast. The Colour contrast ratio is 2.5:1 which may make it difficult for some users to see. The colour contrast ratio should be 3:1

Solution:

Ensure that the bars on the graph meet a minimum of 3:1. This will enable low-vision users to view the graph correctly.



Low Priority WCAG Level AAA

Areas of the website which fail to meet the WCAG 2.1 AAA requirements are not in scope for the purposes of this audit; however, where issues were encountered by our analysts, these have been reported. We highly recommend that these issues are resolved.

Link Purpose / Change on Request (AAA)

The information which informs users that the link opens in a new tab is not displayed inside the link.

WCAG Reference:

3.2.5 Change on Request (Level AAA)

[Understanding Change on Request](#) | [How to Meet Change on Request](#)

2.4.9 Link Purpose (Link Only) (Level AAA)

[Understanding Link Purpose \(Link Only\)](#) | [How to Meet Link Purpose \(Link Only\)](#)

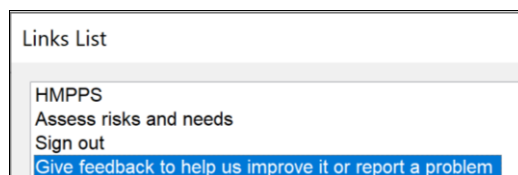
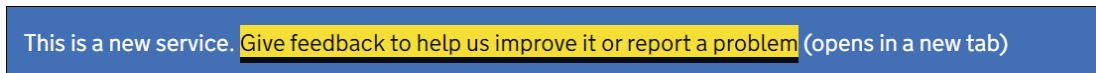
Issue ID: DAC_Link_Purpose_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/start>

Page title: Community payback assessment start

Journey 1, step 2.

Screenshot:



The information which informs users that the link opens in a new tab is not displayed inside the link. This issue may affect screen reader users who are navigating out of the context of the page and would not be informed that the link opens in a new window.

This link text is also non-descriptive when navigating the page out of context, where the link text refers to 'it' and not the service name.

Current code ref(s): body > div.govuk-\!-display-none-print > div > div

```
<div class="feedback-banner" data-test="feedback-banner">
  <span class="govuk-body-s upw-feedback-banner__text">This is a new service. <a
href="https://forms.office.com/r/f49pD4dkqU" class="govuk-link govuk-link--
inverse" target="_blank" rel="noopener noreferrer">
  Give feedback to help us improve it or report a problem</a> (opens in a new
tab)</span>
</div>
```



Screen reader comments:

"I explored the links on the page out of context with Tab, and encountered one spoken to me as 'Give feedback to help us improve it or report a problem'. I found this link text unclear, because I was unsure what 'it' referred to. In addition, although when reviewing the page in context I was informed that the link would open in a new tab, this information was not included in the link text itself. This could well be problematic for less experienced users who will expect to be able to employ their browser's 'Back' button to return to their original page, but will be unable to do so, and may become stuck
To make this link easier for adaptive technology users to deal with, the text needs to be reworded as, for example, 'Give feedback to help us improve the service or report a problem (opens in new tab)'."

Solution:

All links should be descriptive enough for users of screen reading assistive technologies to discern when navigating the page both in and out of context.

For links which open in a new window, ensure that the information is contained inside the links text, this will allow screen reader users to identify the information when navigating both in and out of the context of the page.

Ensure the phase banner is positioned directly below the black header banner presented in a way which is consistent with the [Phase Banner – GOV.UK Design System guidelines](#).

Example:

```
<div class="feedback-banner" data-test="feedback-banner">  
  <span class="govuk-body-s upw-feedback-banner__text">This is a new service. <a  
href="https://forms.office.com/r/f49pD4dkqU" class="govuk-link govuk-link--  
inverse" target="_blank" rel="noopener noreferrer">  
  Give feedback to help us improve it or report a problem - (opens in a new  
tab)</a></span>  
</div>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/delius-error>

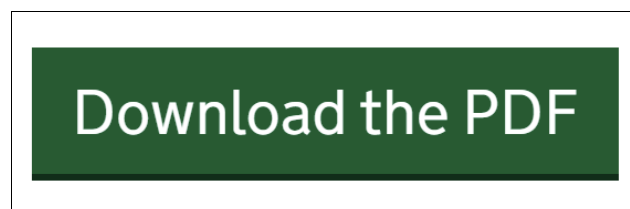
Page title: There is a problem with the service

Journey 1, step 44.

Screenshot:

Community payback assessment

The assessment cannot be sent to Delius at the moment because of connection problems. You can [download the PDF](#) and then manually send it to Delius when the connection is restored. Upload the PDF to the Delius CP/UPW Assessment contact, using its filename to identify it.



Links List

- Sign out
- [download the PDF](#)
- Download the PDF

The 'download the PDF' link is non-descriptive and screen reader users may not understand the purpose of the link when navigating out of the context of the page using the links dialog list.

The link also downloads the PDF to the preferred browser and the user is not informed of this or the size of the file within the link text.

Additionally, there is a second 'Download the PDF' link, which has been styled as a button which is also non-descriptive and may be problematic to screen reader users but also voice activation users who may use the command 'Click download the PDF' button for it not to work as it is marked up as a link.

Current code ref(s): #main-content > div > div > p.govuk-body.govuk-\\!-font-size-24 > a download the PDF



Current code ref(s): #main-content > div > div > div

```
<div class="govuk-button-group">
  <a class="govuk-button" href="/UPW/pdf-download" download="">Download
the PDF</a>
</div>
```

Solution:

Add more description to the link which informs the users what PDF file will be downloaded, the file size and that it will open in the preferred browsers window.

Mark the second link up as a button by assigning it with the role of button and add more description to the label so that users of assistive technologies can identify and interact with it correctly in their journey.

Example:

Link:

```
<a href="/UPW/pdf-download" class="govuk-link">download the prisoners assessment
PDF - size 1kb - (opens in preferred browser window)</a>
```

Button:

```
<div class="govuk-button-group">
  <a class="govuk-button" href="/UPW/pdf-download" download=""
role="button">Download the prisoners assessment PDF - size 1kb - (opens in
preferred browser window)</a>
</div>
```



Abbreviations (AAA)

Abbreviations have been used which some users might not understand.

WCAG Reference:

3.1.4 Abbreviations (Level AAA)

[Understanding Abbreviations](#) | [How to Meet Abbreviations](#)

Issue ID: DAC_Abbreviations_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/start#main-content>

Page title: Community payback assessment start
Journey 1, step 2.

Screenshot:



CRN: X263655 | PNC: 2008/7231544V

Abbreviations have been used to display the 'Company Registration Number' and 'Police National Computer' numbers which some users may not understand.

Current code ref(s): body > section > div > div > dl

```
<dl>
  <dt class="govuk-body key-details-bar__divider ">CRN:</dt>
  <dd class="govuk-body ">X263655</dd>
  <dt class="govuk-body key-details-bar__divider ">PNC:</dt>
  <dd class="govuk-body ">2008/7231544V</dd>
  <dt class="govuk-body key-details-bar__divider ">Date of birth:</dt>
  <dd class="govuk-body ">23 June 1969
</dd>
</dl>
```

Screen reader comments:

"I examined the page in context with the arrow keys, and located several abbreviations which I did not understand, and which might cause problems for some other users, for example, 'CRN', 'PNC'. While I accept that visitors to this service may well be familiar with these terms, it would be of benefit to define them when they are first used.

The issue is present with JAWS."



Solution:

In this case, in the first instance where users encounter the abbreviations the full meaning should be displayed. This will allow users to identify the full meaning and recognise the abbreviations further on in their journey.

Example:

```
<dl>
  <dt class="govuk-body key-details-bar__divider ">Company Registration
  Number-(CRN):</dt>
  <dd class="govuk-body ">X263655</dd>
  <dt class="govuk-body key-details-bar__divider ">Police National
  Computer-(PNC):</dt>
  <dd class="govuk-body ">2008/7231544V</dd>
  <dt class="govuk-body key-details-bar__divider ">Date of birth:</dt>
  <dd class="govuk-body ">23 June 1969
</dd>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/start>

Page title: Community payback assessment start
Journey 1, step 2.

Screenshot:

Your answers will be combined with OASys and nDelius information to create a PDF.
If you know nDelius and OASys information about the person needs changing, we advise you to do that before starting the assessment.

Abbreviations have been used to display the 'OASys' and 'nDelius' information, which some users may not understand.

Current code ref(s): #main-content > div > div > p:nth-child(3)

```
<p class="govuk-hint hint__large">Your answers will be combined with OASys and nDelius information to create a PDF.<br>If you know nDelius and OASys information about the person needs changing, we advise you to do that before starting the assessment.</p>
```

Solution:

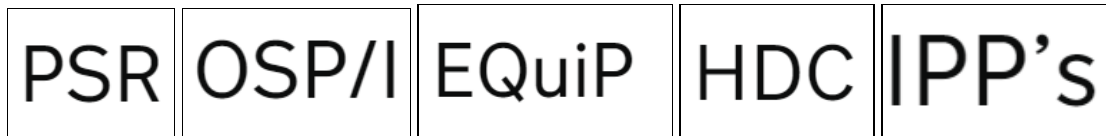
Please refer to the solution in [DAC Abbreviations 01](#).



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions#help-section>

Page title: Offences and convictions
Journey 2, step 3.

Screenshot:



In the help sections on the page there are several abbreviations used in the text in the paragraphs. Some users may not understand the meaning of the abbreviations and would expect the full meaning of the abbreviation to be displayed when they encounter the information in the first instance on the page.

Current code ref(s): #accordion-default-content-1 > p:nth-child(2)

```
<p class="govuk-body">If the RSR is being calculated pre-conviction (i.e. where a PSR is completed before a plea is entered) and if the current sanction is the first sanction, then the anticipated date of conviction should be entered (i.e. Court Hearing).</p>
```

Current code ref(s): #accordion-default-content-1 > p:nth-child(1)

```
<p class="govuk-body">Count the offence sanctions relating to indecent images of children. A sanction can be counted on the 'indecent images of children' question as well as the 'contact' and 'noncontact' questions. This will happen if the sanction includes both an indecent image offence and some other type of sexual offence. This double-counting is allowed because it is important to ensure that indecent images are counted fully to calculate the OSP/I element of RSR.</p>
```

Current code ref(s): #accordion-default-content-1 > p:nth-child(2)

```
<p class="govuk-body">A list of the offences can be found at Appendix D of the <a href="https://equip-portal.rocstac.com/CtrlWebIsapi.dll/?__id=docDetails.showDoc&doc=2E31B09C29D342B195094C735DAF7612&dpt=1" class="govuk-link">RSR Guidance</a> available on EQuiP</p>
```

Current code ref(s): #accordion-default-content-1 > p:nth-child(4)

```
<p class="govuk-body">If the individual is in prison enter the earliest possible release date; this may be HDC eligibility / parole eligibility date / conditional release date / automatic release date, etc. Use whichever date is earliest.</p>
```



Current code ref(s): #accordion-default-content-1 > p:nth-child(5)

```
<p class="govuk-body">If the individual is in custody because they have been recalled, use the current date if they could be released again at any time, otherwise use the earliest plausible date for re-release. For lifers/IPP's use the parole hearing date / oral hearing date / tariff expiry date. If no date is available at all, use the date the assessment is being completed and review the assessment to include the exact date when it is confirmed. For community sentences, this will be the sentence date.</p>
```

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/predictor-scores#main-content>

Page title: Scores for TodFobSS CamFedQQ

Journey 2, step 5 – **OSP/C Score / OSP/I Score**

Solution:

Where it is the first instance of the information on the page, ensure the full meaning of the abbreviation is displayed. This will enable all users to understand the meaning of the information and abbreviation in the rest of their journey.



Illogical Heading Structure (AAA)

The heading structure is illogical.

WCAG Reference:

2.4.10 Section Headings (Level AAA)

[Understanding Section Headings](#) | [How to Meet Section Headings](#)

Issue ID: DAC_Illogical_Heading_Structure_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/pdf-preview>

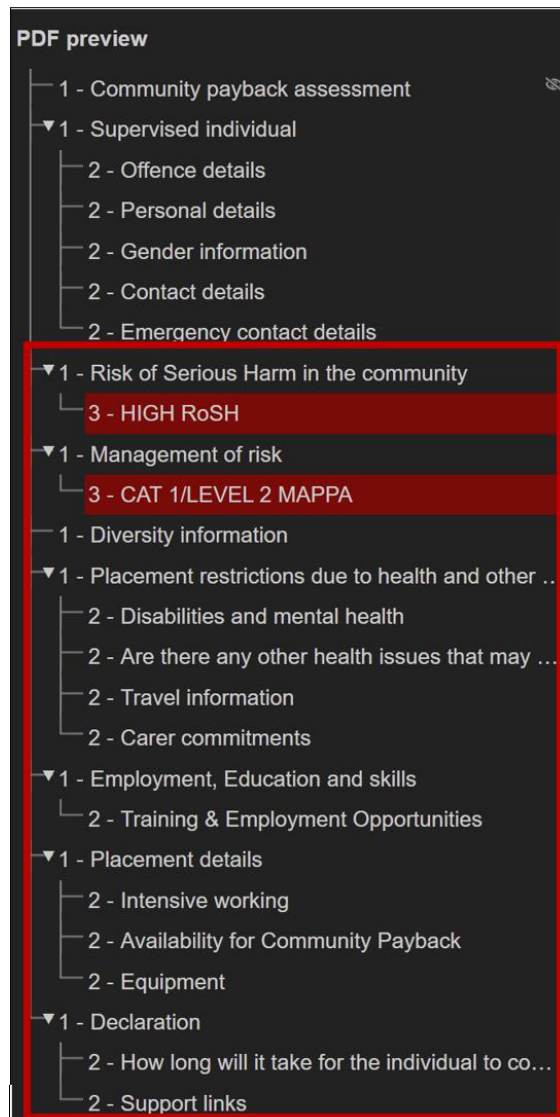
Page title: PDF preview

Journey 1, step 42a.

Screenshot:

| Supervised individual | |
|---|--|
| Offence details | |
| Offence | 805 - Accident offences |
| Subcode | 00 - Accident offences |
| Sentence date | 10th May 2016 |
| Personal details | |
| Family name | Jarlice |
| First name | Lee |
| Date of birth | 23rd June 1969 |
| CRN | X263655 |
| PNC | 2008/7231544V |
| Alias | UPWTestFirstNameOneTwoThree UPWTestLastNameOneTwoThree |
| Ethnicity | White : Irish |
| Gender information | |
| Gender identity | Male |
| Has the individual gone through any part of a process to change the sex they were assigned at birth to the gender they now identify with, or do they intend to? | No |
| Is the individual intersex or do they have a Difference in Sexual Development (DSD)? | Yes |
| Do they consider themselves to be transgender or have a transgender history? <small>This could include their name, appearance, the way they dress, taking hormones, or having gender-confirming surgery.</small> | No |
| Contact details | |





The heading structure on the page is illogical. The page should only have one h1 heading, which introduces the page and its purpose. In this case there are several sections with h1 headings which creates an illogical heading structure.

This issue may affect screen reader users who use headings to identify and navigate the semantic structure of the page.

Current code ref(s): #main-content > div > div:nth-child(8) > h1

```
<h1 class="govuk-heading-l govuk-!-margin-bottom-4 govuk-!-margin-top-9">Risk of Serious Harm in the community</h1>
```

Current code ref(s): #main-content > div > div:nth-child(8) > div > h3

```
<h3 class="govuk-heading-m"><strong>HIGH</strong> RoSH</h3>
```



Screen reader comments:

“I examined the headings on the page using the Quick Nav ‘h’ command and noticed that there was more than one at level 1. Whilst this may no longer be prohibited by WCAG 2.1, it may nevertheless be problematic for some users of screen reading applications, who rely on a single level 1 heading in order to quickly identify and move to the most important content on the page. Consideration should therefore be given to amending the heading structure to include a single level 1 heading only.

“I examined the headings on the page via the Quick Nav ‘h’ screen reader facility, and was surprised to observe that the heading levels did not follow a logical hierarchy, in that heading levels did not increase sequentially. For example, the text ‘Risk of Serious Harm in the community’ was at heading level 1 and was followed by the text ‘HIGH RoSH’ at level 3. If possible, these anomalies in heading structure should be removed to ease navigation and comprehension for less experienced adaptive technology users.”

Solution:

Ensure the page has only one h1 heading which introduces the page and its purpose. The succeeding heading should be logical and hierarchical, this will enable screen reader users to identify and navigate to different sections of the page more easily in their journey.

Example:

```
<h1>Main heading</h1>
  <h2>Sub-heading of h1</h2>
  <h2>Sub-heading of h1</h2>
    <h3>Sub-heading of h2</h3>
  <h2>Sub-heading of h1</h2>
    <h3>Sub-heading of h2</h3>
      <h4>Sub-heading of h3</h4>
  <h2>Sub-heading of h1</h2>
  <h2>Sub-heading of h1</h2>
```



URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions>

Page title: Offences and convictions

Journey 2, step 3.

Screenshot:

The screenshot shows a page titled "Offences and convictions" with a sub-heading "Help with answering the questions". Below this, there are four sections, each with a "Show" button:

- Age at first sanction** (with a "Show" button)
- Total number of all sanctions for offences** (with a "Show" button)
- How many of the total number of sanctions involved violent offences?** (with a "Show" button)

The table of contents shows a hierarchical structure with the following items:

- 1 - Offences and convictions
 - 1 - Help with answering the questions
 - 2 - Age at first sanction , Show this section
 - 2 - Total number of all sanctions for offences ...
 - 2 - How many of the total number of sanctio...
 - 2 - Date of current conviction , Show this sec...
 - 2 - Have they ever committed a sexual offen...
 - 2 - Does the current offence have a sexual ...
 - 2 - Does the current offence involve a victim ...
 - 2 - Date of most recent sanction involving a ...
 - 2 - Number of previous or current sanctions i...
 - 2 - Number of previous or current sanctions i...
 - 2 - Number of previous or current sanctions i...
 - 2 - Number of previous or current sanctions i...
 - 2 - Date of commencement of community se...

The page has two, h1 headings which creates an illogical heading structure. All web pages should have one h1 heading which introduces the page and its purpose to the user. The successive headings should be logical and hierarchical, this will enable screen reader users to identify and navigate different sections of information on the page.



Current code ref(s): #main-content > h1

```
<h1 class="govuk-heading-xl">  
Offences and convictions  
</h1>
```

Current code ref(s): #help-section

```
<h1 id="help-section" class="govuk-heading-l govuk-!-margin-top-8 govuk-!-margin-bottom-2">Help with answering the questions</h1>
```

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/needs>

Page title: Needs

Journey 2, step 4

Solution:

Ensure the page has only one h1 heading which introduces the page and its purpose. The succeeding heading should be logical and hierarchical, this will enable screen reader users to identify and navigate to different sections of the page more easily in their journey.

Example:

```
<h1>Main heading</h1>  
  <h2>Sub-heading of h1</h2>  
  <h2>Sub-heading of h1</h2>  
    <h3>Sub-heading of h2</h3>  
  <h2>Sub-heading of h1</h2>  
    <h3>Sub-heading of h2</h3>  
      <h4>Sub-heading of h3</h4>  
  <h2>Sub-heading of h1</h2>  
<h2>Sub-heading of h1</h2>
```



Help (AAA)

Input fields were not accompanied with hint text providing additional help for users.

WCAG Reference:

3.3.5 Help (Level AAA)

[Understanding Help](#) | [How to Meet Help](#)

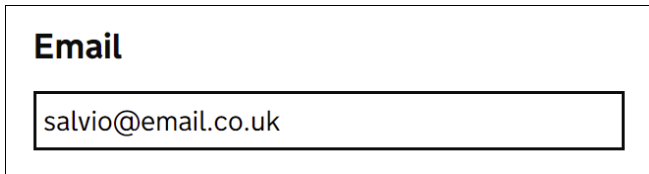
Issue ID: DAC_Help_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-contact-details>

Page title: Contact details

Journey 1, step 5.

Screenshot:



The screenshot shows a form element with a label 'Email' in bold black text. Below the label is a text input field containing the email address 'salvio@email.co.uk'. The entire form element is enclosed in a thin black border.

The input fields on the 'Contact details' page, are not accompanied with hint text providing users with additional help for means to correctly fill in the input fields.

Current code ref(s): #main-content > div > div > form > div:nth-child(12)

```
<div class="govuk-form-group">
  <label class="govuk-label contact_email_addresses govuk-label--m"
for="contact_email_addresses">
    Email
  </label>
  <div id="contact_email_addresses-hint" class="govuk-hint">

  </div>
  <input class="govuk-input govuk-!-width-one-half" id="contact_email_addresses"
name="contact_email_addresses" type="text" value="salvio@email.co.uk" aria-
describedby="contact_email_addresses-hint">
</div>
```

Solution:

Consider providing hint text for users who are asked to fill in a large number of input fields.



Usability feedback

The following section contains feedback from our analysts that although do not fail to meet WCAG 2.1 may prove challenging for users of the service.

Start Page Pattern (Usability)

The start page is not consistent with GOV.UK Design System guidelines.

Reference:

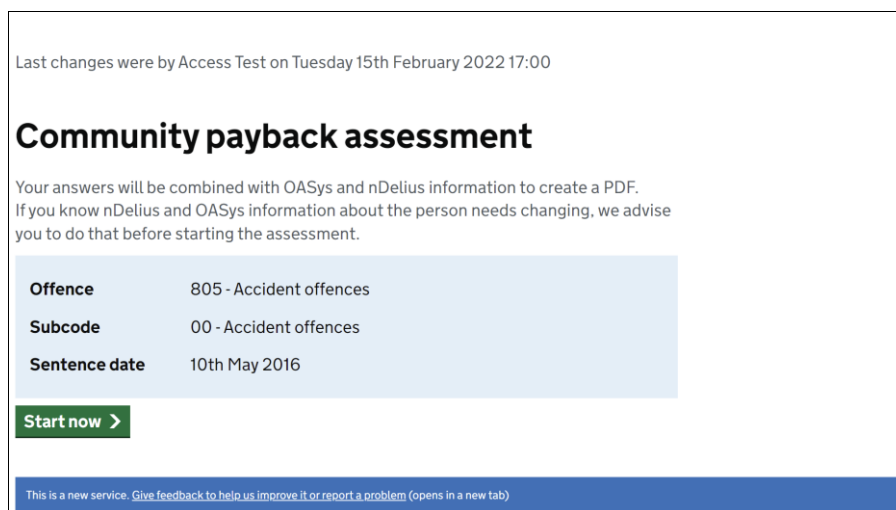
Usability & GOV.UK Design System requirement

Issue ID: DAC_Usability_01

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/start>

Page title: Community payback assessment start
Journey 1, step 2.

Screenshot:



The start page does not follow the guidelines for 'Start pages' in the GOV.UK Design System guidelines. The page contains additional information presented in a table and also does not contain a list of other ways to access the service.



Current code ref(s):

```
<table class="govuk-table no-bottom-margin">
  <tbody class="govuk-table__body">
    <tr class="govuk-table__row">
      <th scope="row" class="govuk-table__header no-bottom-border table-
cell__narrow">Offence</th>
      <td class="govuk-table__cell no-bottom-border">805 - Accident
offences</td>
    </tr>
    <tr class="govuk-table__row">
      <th scope="row" class="govuk-table__header no-bottom-border table-
cell__narrow">Subcode</th>
      <td class="govuk-table__cell no-bottom-border">00 - Accident
offences</td>
    </tr>
    <tr class="govuk-table__row">
      <th scope="row" class="govuk-table__header no-bottom-border table-
cell__narrow">Sentence date</th>
      <td class="govuk-table__cell no-bottom-border">10th May 2016</td>
    </tr>
  </tbody>
</table>
```

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/start>

Heading: Risk of Serious Recidivism (RSR) assessment

Journey 2, step 1.

Solution:

Ensure that the start page is consistent with the [Start pages pattern – GOV.UK Design System guidelines](#).



Page Title (Usability)

The page title is not consistent with the format in the GOV.UK Design System guidelines.

Reference:

Usability & GOV.UK Design System requirement

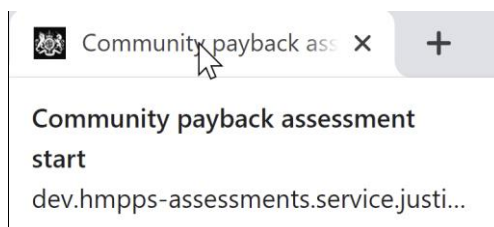
Issue ID: DAC_Usability_02

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/start>

Page title: Community payback assessment start

Journey 1, step 2 – **This issue is present throughout the service.**

Screenshot:



Community payback assessment

The page title does not follow the format which is consistent in the GOV.UK Design System and should follow the following format:

- Page title (which matches the h1 on the page)
- The name of the service
- Suffix of GOV.UK

Additionally, the page title does not match the h1 on the page. The GOV.UK Design System guidelines recommends that the page title and h1 match. This enable screen reader users to identify the page more easily.

Current code ref(s):

```
<title>Community payback assessment start</title>
```

Current code ref(s):

```
<h1 class="govuk-heading-x1 landing-page__heading">Community payback assessment</h1>
```



Screen reader comments:

“I examined the page title and found that it did not follow the conventional format usually used for the GOV.UK Design System: ‘page purpose – service name - GOV.UK’. Using this format throughout the service will ensure a familiar experience for those who regularly use Government services.”

“I compared the page title and the level 1 heading, and noticed that they were not the same, in that the heading did not include the word ‘Start’.

To follow GOV.UK Design System best practice, the page title and level 1 heading should match as closely as possible.

Solution:

Ensure the page follows the following format which is consistent through all services in the GOV.UK domain.

- Page title (which matches the h1 on the page)
- The name of the service
- Suffix of GOV.UK



Telephone Numbers (Usability)

The format of the telephone number input fails to meet GOV.UK Design System guidelines.

Reference:

Usability & GOV.UK Design System requirement

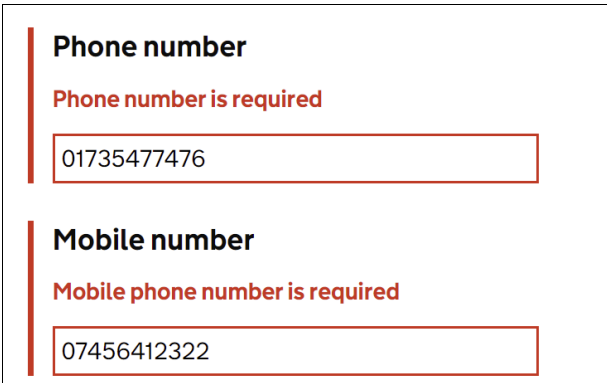
Issue ID: DAC_Usability_03

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-contact-details>

Page title: Contact details

Journey 1, step 5

Screenshot:



Phone number
Phone number is required
01735477476

Mobile number
Mobile phone number is required
07456412322

The telephone number inputs fail to meet GOV.UK Design System guidelines. This may affect the consistency of how telephone numbers are presented across services in the GOV.UK domain.

The label for the input field should read 'UK telephone number' which is consistent with the GOV.UK Design System guidelines.

Current code ref(s): #main-content > div > div > form > div:nth-child(10)

```
<div class="govuk-form-group">
  <label class="govuk-label contact_phone_number govuk-label--m"
for="contact_phone_number">
    Phone number
  </label>
  <div id="contact_phone_number-hint" class="govuk-hint">

</div>
<input class="govuk-input govuk-!-width-one-half" id="contact_phone_number"
name="contact_phone_number" type="text" value="01735477476" aria-
describedby="contact_phone_number-hint">
</div>
```



Current code ref(s): #main-content > div > div > form > div:nth-child(11)

```
<div class="govuk-form-group">
  <label class="govuk-label contact_mobile_phone_number govuk-label--m"
for="contact_mobile_phone_number">
    Mobile number
  </label>
  <div id="contact_mobile_phone_number-hint" class="govuk-hint">

</div>
<input class="govuk-input govuk-!-width-one-half" id="contact_mobile_phone_number"
name="contact_mobile_phone_number" type="text" value="07456412322" aria-
describedby="contact_mobile_phone_number-hint">
</div>
```

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-emergency-contact-details#main-content>

Page title: Emergency contact details

Journey 1, step 6.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-gp-details>

Page title: Details of GP

Journey 1, step 24.

Solution:

Ensure the telephone number input is consistent with the [Telephone Numbers section in the GOV.UK Design System](#).



Email Addresses (Usability)

The format of the telephone number input fails to meet GOV.UK Design System guidelines.

Reference:

Usability & GOV.UK Design System requirement

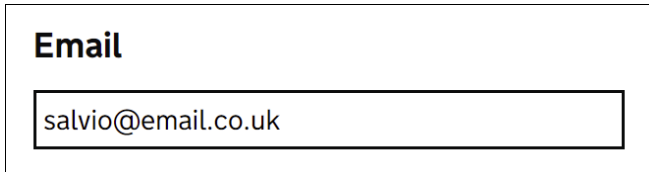
Issue ID: DAC_Usability_04

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-contact-details>

Page title: Contact details

Journey 1, step 5.

Screenshot:



The screenshot shows a form element with a label 'Email' in bold black text. Below the label is a text input field containing the email address 'salvio@email.co.uk'. The input field has a thin black border and is set against a light gray background.

The email address input fails to meet GOV.UK Design System guidelines. This may affect the consistency of how email addresses are presented across services in the GOV.UK domain.

The label for the input should read 'Email address' which is consistent with the GOV.UK Design System guidelines.

Current code ref(s): #main-content > div > div > form > div:nth-child(12)

```
<div class="govuk-form-group">
  <label class="govuk-label contact_email_addresses govuk-label--m"
for="contact_email_addresses">
  Email
</label>
<div id="contact_email_addresses-hint" class="govuk-hint">

</div>
<input class="govuk-input govuk-!-width-one-half" id="contact_email_addresses"
name="contact_email_addresses" type="text" value="salvio@email.co.uk" aria-
describedby="contact_email_addresses-hint">
</div>
```

Solution:

Ensure the input is consistent with the [Email address input in the GOV.UK Design System guidelines](#).



Error Handling (Usability)

When errors are committed, the error handling is not consistent with the GOV.UK Design System guidelines.

Reference:

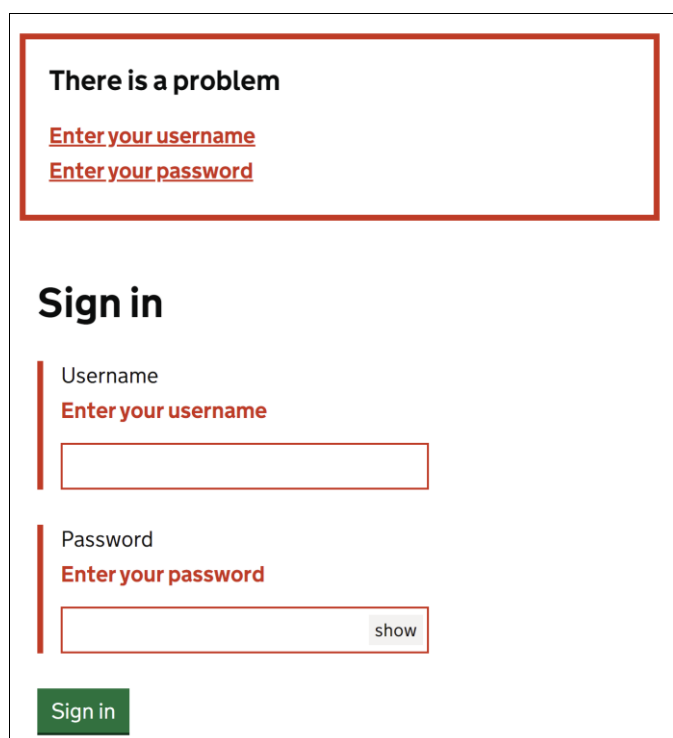
Usability & GOV.UK Design System requirement

Issue ID: DAC_Usability_05

URL: <https://sign-in-dev.hmpps.service.justice.gov.uk/auth/sign-in?error=missinguser&error=missingpass>

Page title: Error: HMPPS Digital Services - Sign in Journey 1, step 1.

Screenshot:



The screenshot shows a sign-in form with a red-bordered error summary box at the top. The error summary contains the text "There is a problem" followed by two red links: "Enter your username" and "Enter your password". Below the error summary, the form has a "Sign in" heading, a "Username" label with a red error message "Enter your username" and an empty input field, a "Password" label with a red error message "Enter your password" and an empty input field with a "show" button, and a green "Sign in" button at the bottom.

When an error is committed and the error summary appears the focus is not placed on the links inside the error summary. This issue may affect keyboard only and screen reader users who would expect focus to be placed on the links when an error occurs. This is also recommended in the GOV.UK Design System guidelines for error summaries.

Additionally, the inline error messages do not contain the word 'Error:' which is also a GOV.UK Design System requirement for error messages.



Current code ref(s): #error-detail > ul

```
<ul class="govuk-list govuk-error-summary__list">
  <li>
    <a href="#username">Enter your username</a>
  </li>
  <li>
    <a href="#password">Enter your password</a>
  </li>
</ul>
```

Current code ref(s): #username-error

```
<span id="username-error" class="govuk-error-message">Enter your username</span>
```

Current code ref(s): #password-error

```
<span id="password-error" class="govuk-error-message">Enter your password</span>
```

Screen reader comments:

"I activated the 'Sign in' button without having provided a username or password, and examined the resulting page. I heard a helpful alert informing me that errors had occurred, but on reviewing the username and password fields, I noted that they did not have an associated inline error validation message beginning with the word 'error', describing what was wrong."

"Providing these will deliver the behaviour familiar to adaptive technology users, and will also meet GOV.UK Design System requirements."

Solution:

Ensure that when an error is committed focus is placed on the first link inside the error summary. Additionally, ensure the inline error messages contain the word 'Error:' before the message. Further information can be found in the [Error Summary](#) and [Error Messages](#) sections in the GOV.UK Design System guidelines.

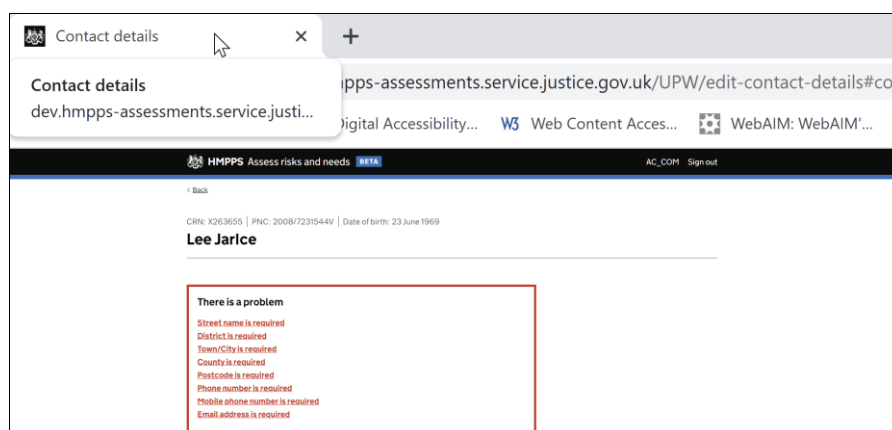


URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-contact-details>

Page title: Contact details

Journey 1, step 5. – **This issue is present throughout the service when errors are committed.**

Screenshot:



When an error is committed in the form field, the page title does not update and contain the word 'Error:'. This is not consistent with the GOV.UK Design System guidelines for error handling and may affect how screen reader users identify errors in their journey.

Current code ref(s): head > title

```
<title>Contact details</title>
```

Screen reader comments:

"I activated the 'Save and continue' button without having entered any data, and heard the correct alert 'There is a problem'. However, on examining the resulting page, I found that other aspects of error handling mandated by the GOV.UK Design System had not been followed.

Addressing these issues will ensure a more comfortable journey for those making use of assistive technology, while also guaranteeing compliance with Design System best practices. The issue is present with JAWS, VoiceOver, NVDA."

Issues are as follows:

The page title did not begin with the word 'Error. This makes it less obvious that error(s) have occurred when subsequently reviewing the page.

Although the level 2 heading 'There is a problem' was present, it was not the first heading on the page. Again, this will make the presence of error(s) less obvious."



Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-emergency-contact-details#emergency_contact_first_name-error

Page title: Emergency contact details

Journey 1, step 6.

Solution:

Ensure that when errors are committed, the page title updates and contains the word 'Error:' at the start of the title.

Further information can be found in the [Error Summary section of the GOV.UK Design System guidelines](#).

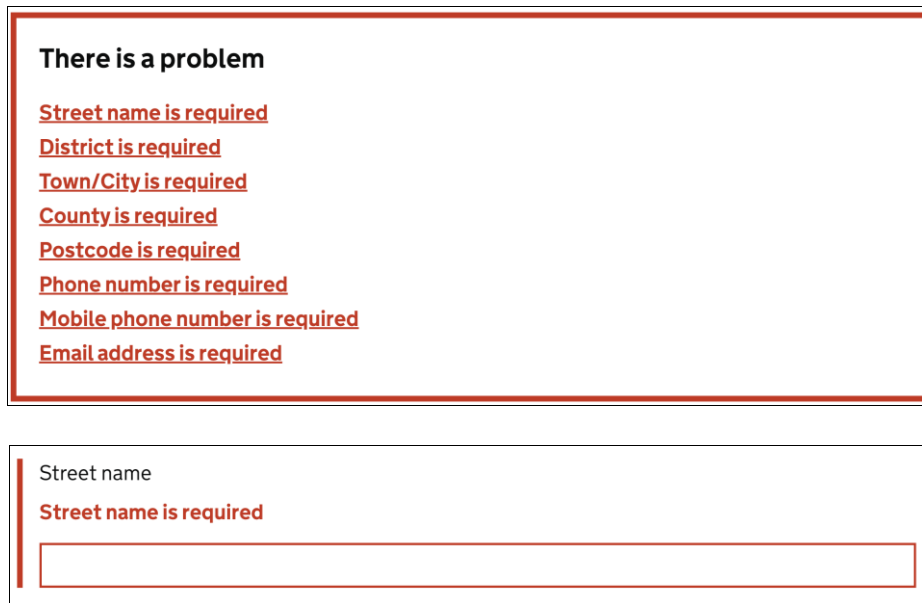


URL: https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-contact-details#contact_address_street_name-error

Page title: Contact details

Journey 1, step 5 – **This issue is present throughout the service.**

Screenshot:



When errors are committed in the form field and users activate the skip links, the focus is placed on the inline error message and not on the input field. This fails to meet GOV.UK Design System guidelines which recommend that focus is placed in the input field where the error has occurred.

This issue is consistent throughout the service and may affect how keyboard only and screen reader users navigate and handle errors in their journey.

Current code ref(s): #main-content > div:nth-child(1) > div > div > div > ul > li:nth-child(1) > a Street name is required

Current code ref(s): #contact_address_street_name-error
<p id="contact_address_street_name-error" class="govuk-error-message">
Error: Street name is required
</p>

Keyboard only user comments:

"The error handling skip links, when selected, take my focus to just before the field that has the error. I expected my focus to be taken into the field when I selected the skip links."



Solution:

Ensure that when errors are committed, the links in the error summary direct the user to the input field and not the inline error message above the input field. Further information can be found in the [Error Summary](#) and [Error Messages](#) sections in the GOV.UK Design System guidelines.



Screen Magnification (Usability)

When the screen is magnified to 200%, the box overlaps the text on the page.

Reference:

Usability & GOV.UK Design System requirement

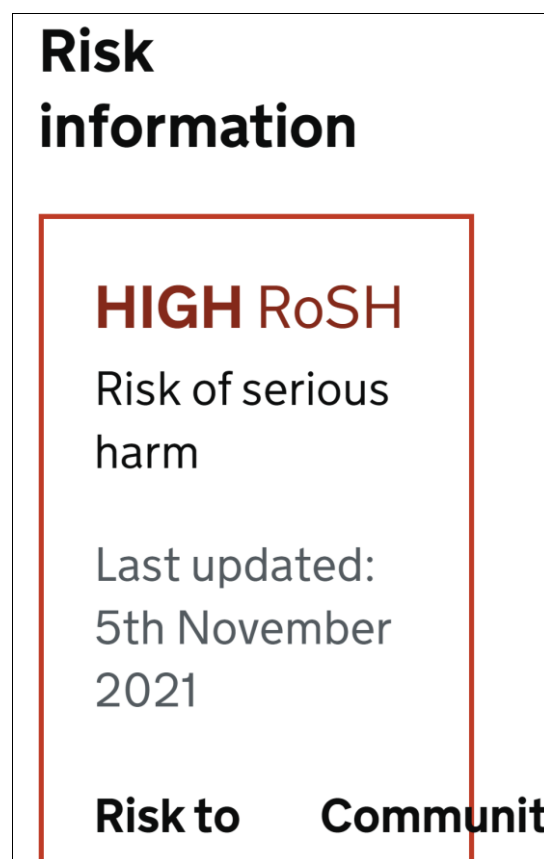
Issue ID: DAC_Usability_08

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/task-list>

Page title: Community payback assessment

Journey 1, step 3 – This issue is present across Journey 1.

Screenshot:



When the screen is magnified to 200%, the box overlaps the text on the page. This may affect the usability and presentation of information for low-vision users who use screen magnification to navigate web pages.



Current code ref(s): #main-content > div > div.govuk-grid-column-one-quarter > div.rosh-widget.rosh-widget--high

```
<div class="rosh-widget rosh-widget--high"
">
  <h3 class="govuk-heading-m"><strong>HIGH
</strong> RoSH</h3>
  <p class="govuk-body-m">Risk of serious harm</p>
  <p class="govuk-hint govuk-body-m">Last updated: 5th November 2021</p>

  <table class="govuk-table rosh-widget__table">[...]
  </table>
</div>
```

CSS:

```
.rosh-widget {
  border: 2px solid #0b0c0c;
  padding: 20px;
  margin-bottom: 20px;
}
```

Low vision user comments:

“At over 150% browser magnification a display error occurs with the ‘HIGH RoSH’ box on the right of the page. Some of the text and lines in the box overlap with the outline. This doesn’t appear to happen with either the ‘CAT 1/LEVEL 2 MAPPA’ or the ‘Delius risk flags (registers)’ boxes.”

Solution:

Ensure the box does not overlap the text when the screen is magnified.



Page Structure (Usability)

Reference:

Usability & GOV.UK Design System requirement

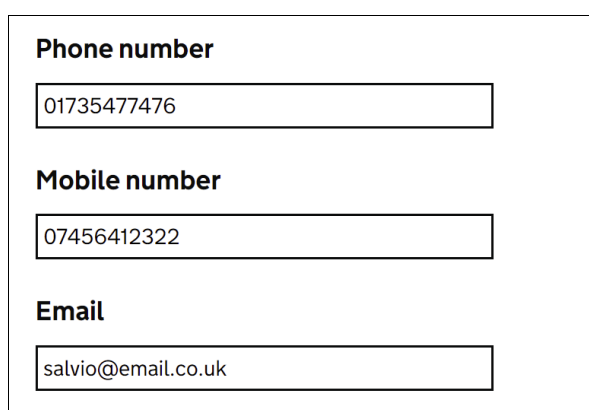
Issue ID: DAC_Usability_09

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-contact-details>

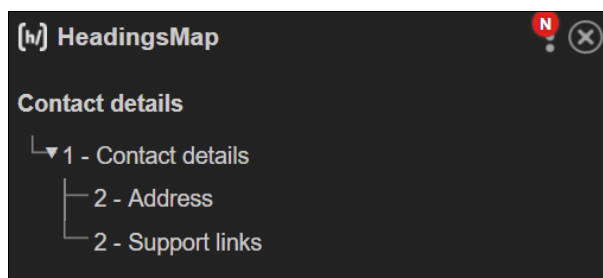
Page title: Contact details

Journey 1, step 5.

Screenshot:



The screenshot shows a form with three input fields. The first field is labeled 'Phone number' and contains the value '01735477476'. The second field is labeled 'Mobile number' and contains the value '07456412322'. The third field is labeled 'Email' and contains the value 'salvio@email.co.uk'.



The labels for 'Phone number', 'Mobile number' and 'Email' input fields have been styled as headings. For sighted users they are able to distinguish the sections by the visual styling, but screen reader users may find difficulty in identifying the semantic structure of the page.

In this case, the 'Address' section of the page has been marked up as a heading but the 'Phone number' and 'Email address' inputs have been styled as headings but are not marked up semantically as headings.

The 'Phone number' and 'Email' input fields are also inconsistent with the patterns in the GOV.UK Design System guidelines which is mentioned in the usability section of this report.



Current code ref(s): #main-content > div > div > form > div:nth-child(10) > label

```
<label class="govuk-label contact_phone_number govuk-label--m"
for="contact_phone_number">
  Phone number
</label>
```

Current code ref(s): #main-content > div > div > form > div:nth-child(11) > label

```
<label class="govuk-label contact_mobile_phone_number govuk-label--m"
for="contact_mobile_phone_number">
  Mobile number
</label>
```

Current code ref(s): #main-content > div > div > form > div:nth-child(12) > label

```
<label class="govuk-label contact_email_addresses govuk-label--m"
for="contact_email_addresses">
  Email
</label>
```

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/gp-details>

Page title: GP Details

Journey 1, step 24.

Solution:

In this case, the 'Address' h2 heading tag should be removed. The visual styling on the 'Phone number' and 'Email' inputs should be removed and the 'Address', 'Phone number' and 'Email' input fields should be consistent with the GOV.UK Design System guidelines.

Further information can be found in the [Addresses](#), [Telephone numbers](#) and [Email addresses](#) sections in the GOV.UK Design System guidelines.



Link (High Usability)

The purpose and position of the link may be confusing for screen reader users.

Reference:

Usability & GOV.UK Design System requirement

Issue ID: DAC_Usability_10

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions#help-section>

Page title: Offences and convictions

Journey 2, step 3.

Screenshot:

[Do you need help to answer the questions?](#)

A link which reads 'Do you need help to answer the questions?' has been placed below the h1 heading and before the multiple question inputs on the page, screen reader users have no context at this point to be able to understand the purpose of the link.

Additionally, when users activate the link, focus is taken to the bottom part of the page where the multiple question help items have been placed.

This is problematic for both keyboard-only and screen reader users as they will encounter the link directly after the h1 on the page and if the link is activated, the focus is taken past the questions to the help section. This means that users will then have to navigate back through the form field to read and navigate the questions on the page.

Current code ref(s): #main-content > div.body-link__container.govuk-!\-margin-bottom-8 > a

```
<a href="#help-section" class="govuk-link body-link">Do you need help to answer the questions?</a>
```

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/needs#help-section>

Page title: Needs

Journey 2, step 4.



Solution:

In this case, the questions and help information on the page should be split over multiple pages as mentioned in [DAC Usability 09](#). The help information on each page should also be displayed using the details component which is consistent with other question pages in services in the GOV.UK domain.

Further information can be found in the [Details component section of the GOV.UK Design System guidelines](#) and also the [Question Pages pattern in the GOV.UK Design System guidelines](#).

Other options could include, providing a 'Back to top' link, allowing users to direct their focus back to the top of the page. Or the link could direct users to a new page containing the information.



Page Content (High Usability)

The page contains multiple question and related help content which some users may find difficulty in navigating.

Reference:

Usability & GOV.UK Design System requirement

Issue ID: DAC_Usability_11

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions>

Page title: Offences and convictions

Journey 2, step 3.

Screenshot:

Risk of Serious Recidivism (RSR) assessment

Offences and convictions

[Do you need help to answer the questions?](#)

Date of first sanction
Day Month Year

Age at first sanction
Record in years

Total number of sanctions for all offences

How many of the total number of sanctions involved violent offences?

Date of current conviction
For example, 12 11 2007
Day Month Year

Have they ever committed a sexual or sexually motivated offence?
 Yes
Does the current offence have a sexual motivation?
 Yes
 No

Date of most recent sanction involving a sexual or sexually motivated offence
For example, 12 11 2007
Day Month Year

Number of previous or current sanctions involving contact adult sexual or sexually motivated offences

Number of previous or current sanctions involving contact child sexual or sexually motivated offences

Number of previous or current sanctions involving indecent child image sexual or sexually motivated offences

Number of previous or current sanctions involving other non-contact sexual or sexually motivated offences

No

Date of commencement of community sentence or earliest possible release from custody
For example, 12 11 2007
Day Month Year

Help with answering the questions

[Show all sections](#)

Age at first sanction
[Show](#)

Total number of all sanctions for offences
[Show](#)

How many of the total number of sanctions involved violent offences?
[Show](#)

Date of current conviction
[Show](#)

Have they ever committed a sexual offence?
[Show](#)

Does the current offence have a sexual motivation?
[Show](#)

Does the current offence involve a victim who was a stranger?
[Show](#)

Date of most recent sanction involving a sexual or sexually motivated offence
[Show](#)

Number of previous or current sanctions involving contact adult sexual or sexually motivated offences
[Show](#)

Number of previous or current sanctions involving contact child sexual or sexually motivated offences
[Show](#)

Number of previous or current sanctions involving indecent child image sexual or sexually motivated offences
[Show](#)

Number of previous or current sanctions involving other non-contact sexual or sexually motivated offences
[Show](#)

Date of commencement of community sentence or earliest possible release from custody
[Show](#)



The page contains multiple questions with additional help information. This makes the page hard to read and multiple user groups may find difficulty in navigating a page with so many questions and help information to read and navigate.

The GOV.UK Design System guidelines recommend only asking one question per page, this enable users to easily identify and navigate information easily in their journey.

Current code ref(s): body

```
<body class="govuk-template__body js-enabled">[...]  
</body>
```

Screen reader comments:

“Having reviewed the page in detail, I found that the amount of information being requested at one go was somewhat overwhelming and feel this might be off putting for some screen reader users, particularly those with less experience. The situation is made more difficult because additional form elements are often revealed as a result of making other selections on the form.

Perhaps consideration could be given to splitting the current page into several smaller ones to deliver a more comfortable navigation experience.”

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/needs>

Page title: Needs

Journey 2, step 4.

Solution:

For usability purposes it would benefit all users if the questions and corresponding help information to each question was presented on separate pages. This will enable users to navigate and identify the service more easily.

Additionally, the help information should be presented on the page when there is just one question on the page. Further information can be found in the [Question Pages pattern in the GOV.UK Design System guidelines](#).



Radio Buttons (Internet Explorer) (Usability)

The conditionally revealing radio buttons do not expand in Internet Explorer.

Reference:

Usability & GOV.UK Design System requirement

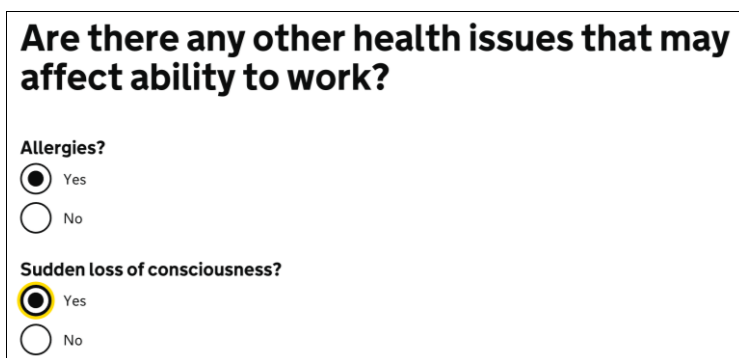
Issue ID: DAC_Usability_12

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/health-issues>

Page title: Health Issues

Journey 1, step 22 – This issue is present throughout the service when browsing with Internet Explorer.

Screenshot:



Are there any other health issues that may affect ability to work?

Allergies?

Yes

No

Sudden loss of consciousness?

Yes

No

The conditionally revealing radio buttons do not expand in Internet Explorer. This issue is browser specific and only affects the Internet Explorer browser. This issue may affect multiple users groups as some users still browse web pages using Internet Explorer.

Current code ref(s):

```
<div class="govuk-radios__item">
  <input name="allergies" class="govuk-radios__input" id="allergies" type="radio"
value="YES" data-aria-controls="conditional-allergies">
  <label class="govuk-label govuk-radios__label" for="allergies">
    Yes
  </label>
</div>
```

Voice Activation user comments:

“When I selected the ‘yes’ radio button no addition field appeared, but they did appear with error messages when I clicked ‘save’ I found this confusing it made me think that I had made a mistake when I hadn’t because the fields were not there.”

Solution:

Ensure that the radio buttons work for users who navigate using the Internet Explorer browser. Alternatively, add an entry to the accessibility statement which informs users of the lack of compatibility for certain elements in the Internet Explorer Browser.

Accordions (Internet Explorer) (Usability)

The accordion elements do not expand for users browsing using Internet Explorer.

Reference:

Usability & GOV.UK Design System requirement

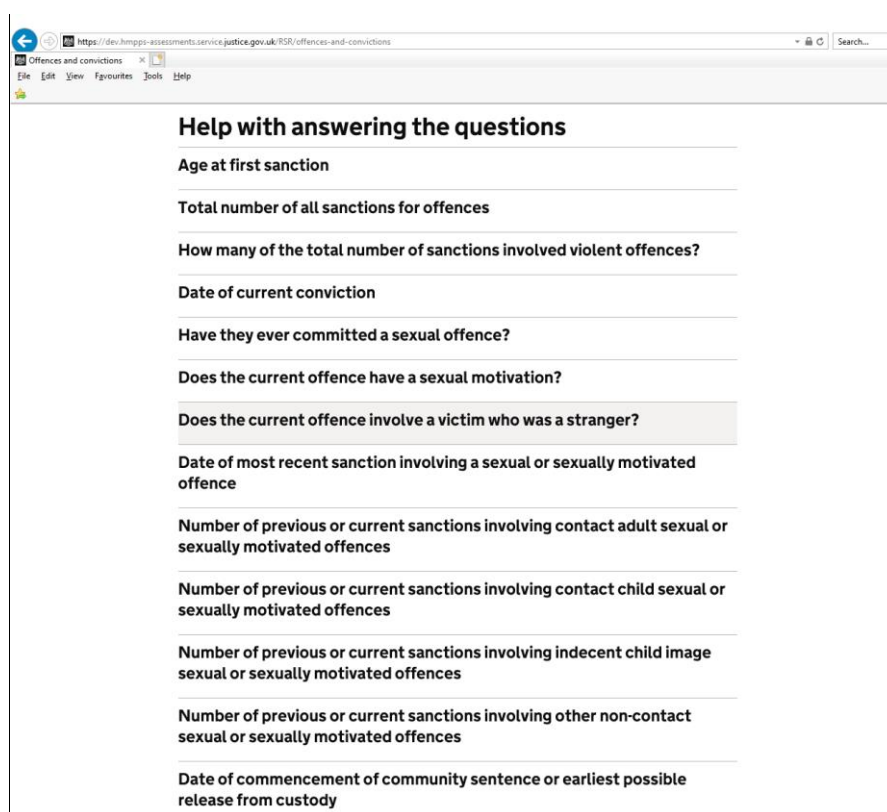
Issue ID: DAC_Usability_13

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions>

Page: Offences and convictions

Journey 2, step 3.

Screenshot:



The screenshot shows a web browser window with the URL <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions>. The page title is "Offences and convictions". The browser's menu bar includes "File", "Edit", "View", "Favourites", "Tools", and "Help". The main content area is titled "Help with answering the questions" and contains a list of questions, each followed by a collapsed accordion element:

- Age at first sanction
- Total number of all sanctions for offences
- How many of the total number of sanctions involved violent offences?
- Date of current conviction
- Have they ever committed a sexual offence?
- Does the current offence have a sexual motivation?
- Does the current offence involve a victim who was a stranger?
- Date of most recent sanction involving a sexual or sexually motivated offence
- Number of previous or current sanctions involving contact adult sexual or sexually motivated offences
- Number of previous or current sanctions involving contact child sexual or sexually motivated offences
- Number of previous or current sanctions involving indecent child image sexual or sexually motivated offences
- Number of previous or current sanctions involving other non-contact sexual or sexually motivated offences
- Date of commencement of community sentence or earliest possible release from custody

The accordions do not expand in Internet Explorer, which means users are unable access the information inside. This issue is browser specific and only affects the Internet Explorer browser. This issue may affect multiple users groups as some users still browse web pages using Internet Explorer.



Current code ref(s):

```
<div class="govuk-accordion__section ">
  <div class="govuk-accordion__section-header">
    <h2 class="govuk-accordion__section-heading">
      <span class="govuk-accordion__section-button" id="accordion-default-
heading-1">
        Age at first sanction
      </span>
    </h2>
  </div>
  <div class="govuk-accordion__section-content" id="accordion-
default-content-1" aria-labelledby="accordion-default-heading-1">
    <p class="govuk-body">Enter the age of first contact with the
police. If no other source of information is available, the assessor can rely on
the individual's account. If the current offence was the individual's first
contact with police, enter their age at the time of the current offence.</p>
    <p class="govuk-body">If the RSR is being calculated pre-
conviction (i.e. where a PSR is completed before a plea is entered) and if the
current sanction is the first sanction, then the anticipated date of conviction
should be entered (i.e. Court Hearing).</p>
  </div>
</div>
```

Voice activation user comments:

"The click to expand links under 'help with answering the questions' do not work. This meant that I was not able to access additional information in IE."

Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/needs>

Page title: Needs

Journey 2, step 4.

Solution:

Ensure that the accordions work for users who navigate using the Internet Explorer browser. Alternatively, add an entry to the accessibility statement which informs users of the lack of compatibility for certain elements in the Internet Explorer Browser.



Accordions (Usability)

The 'show all sections' label in the accordions section is unclear.

Reference:

Usability & GOV.UK Design System requirement

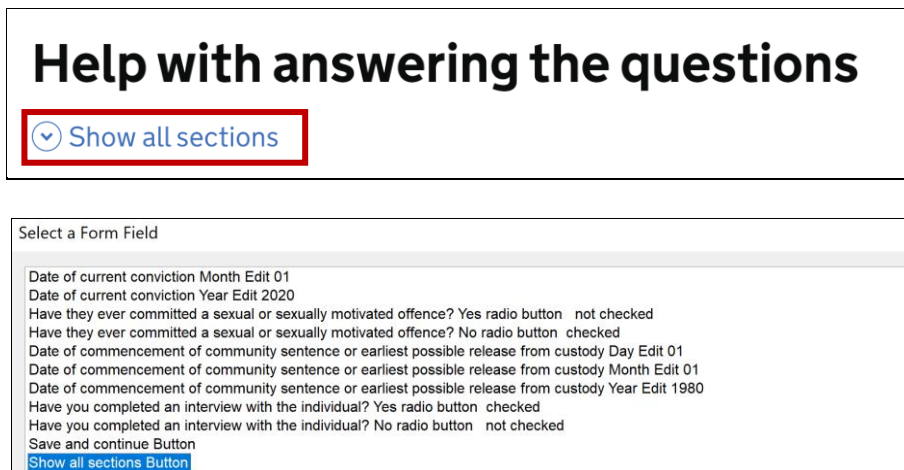
Issue ID: DAC_Usability_14

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/offences-and-convictions>

Page: Offences and convictions

Journey 2, step 3.

Screenshot:



The accordion section has been implemented using the GOV.UK Design System guidelines but the screen reader analyst commented that the 'Show all sections' button was unclear and would benefit from more description to enable screen reader users to understand the purpose of the button more easily.

Current code ref(s): #accordion-default > div.govuk-accordion__controls

```
<div class="govuk-accordion__controls"><button type="button" class="govuk-accordion__show-all" aria-expanded="false"><span class="govuk-accordion-nav__chevron govuk-accordion-nav__chevron--down"></span><span class="govuk-accordion__show-all-text">Show all sections</span></button></div>
```

Screen reader comments:

"I experimented with the collapsible help sections, and found these extremely valuable. However, it would be clearer for screen reader users if the button currently announced as 'Show all sections' was actually labelled as 'Show all help sections'. Similarly, prefixing the button for each section with 'Help:' would make it clearer that these are help-related. At the moment, they could easily be mistaken for parts of a form to be expanded and filled in."



Examples of additional instances:

Additional instances of this issue exist on other pages throughout the website; wherever this issue occurs, they too will need to be resolved.

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/RSR/needs>

Page title: Needs

Journey 2, step 4.

Solution:

Add more description to the label for the button so that screen reader users can understand the purpose of the button more easily.

Example:

```
<div class="govuk-accordion__controls"><button type="button" class="govuk-accordion__show-all" aria-expanded="false"><span class="govuk-accordion-nav__chevron govuk-accordion-nav__chevron--down"></span><span class="govuk-accordion__show-all-text">Show all help sections</span></button></div>
```



Input Type (Usability)

Numeric input fields have incorrect input types.

Reference:

Usability & GOV.UK Design System requirement

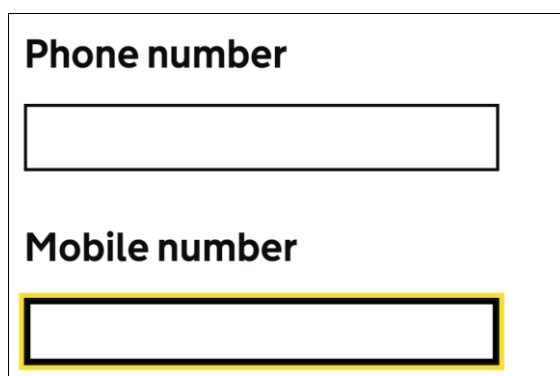
Issue ID: DAC_Usability_15

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/edit-contact-details>

Page title: Contact details

Journey 1, step 5.

Screenshot:



The screenshot shows a form with two input fields. The first field is labeled "Phone number" and is empty. The second field is labeled "Mobile number" and is also empty, but it is highlighted with a thick yellow border. The form is set against a white background with a black border.

Input fields which require numerical data have the incorrect input type, as result the alphabetical keyboard appears for mobile users.

This may affect the usability and increase the amount of time screen reader users take to navigate the telephone input field. The input mode should be set to numeric. This will ensure that the numeric keyboard appears when the user enters into the telephone number field using mobile devices.

Current code ref(s): #contact_phone_number

```
<input class="govuk-input govuk-!-width-one-half" id="contact_phone_number" name="contact_phone_number" type="text" value="01753862474" aria-describedby="contact_phone_number-hint">
```

Screen reader comments:

"I attempted to enter data into several numeric fields including 'House number' and 'Phone number', and was frustrated to find that an alphanumeric keyboard had opened, meaning that I had to spend time switching to the numeric version.

In order to avoid this inconvenience for others who use assistive technology, the numeric keyboard should be automatically selected when specifically numeric data is to be entered."



Solution:

Add inputmode numeric adjacent to the input type, this will enable screen reader users to access the numerical keypad upon entry into the telephone input field.

Example:

```
<input type="text" inputmode="numeric" id="contact_phone_number"  
name="contact_phone_number" value="01753862474" aria-  
describedby="contact_phone_number-hint">
```



Table Captions (Usability)

A table did not contain a caption.

Reference:

Usability & GOV.UK Design System requirement

Issue ID: DAC_Usability_16

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/start>

Page title: Community payback assessment start

Journey 1, step 2.

Screenshot:

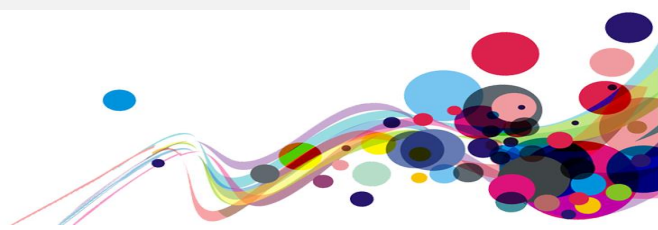
| | |
|----------------------|-------------------------|
| Offence | 805 - Accident offences |
| Subcode | 00 - Accident offences |
| Sentence date | 10th May 2016 |

The table has no caption or heading introducing the table to users on the page. There is a h1 heading on the page which introduces the page and the service but the information contained in the table is hard to understand as there is no heading or table caption to allow users to understand the purpose of the information.

This issue would affect multiple users but particularly screen reader users who would encounter the table but might not be able to distinguish the purpose of the information.

Current code ref(s): #main-content > div > div > div.landing-page__offence-details > table

```
<table class="govuk-table no-bottom-margin">
  <tbody class="govuk-table__body">
    <tr class="govuk-table__row">
      <th scope="row" class="govuk-table__header no-bottom-border table-cell__narrow">Offence</th>
      <td class="govuk-table__cell no-bottom-border">805 - Accident offences</td>
    </tr>
    <tr class="govuk-table__row">
      <th scope="row" class="govuk-table__header no-bottom-border table-cell__narrow">Subcode</th>
      <td class="govuk-table__cell no-bottom-border">00 - Accident offences</td>
    </tr>
    <tr class="govuk-table__row">
      <th scope="row" class="govuk-table__header no-bottom-border table-cell__narrow">Sentence date</th>
      <td class="govuk-table__cell no-bottom-border">10th May 2016</td>
    </tr>
  </tbody></table>
```



Screen reader comments:

“While exploring the page in context, I encountered a table with 2 columns and 3 rows which I noted on examination had no title/caption or column headings. If a table is felt to be the correct structure to use, then a caption describing the contents should be provided, along with a set of column headings, allowing those who use assistive technology to navigate it effectively. On the other hand, I felt that in this case a definition list might have been more appropriate, like the one used further up the page. The issue is present with JAWS.”

Solution:

In this case it would benefit all users if the table was introduced using a h2 heading, this will enable all users to understand the purpose of the table and the information contained in it.



Duplicate Headings (Usability)

A h1 heading has been duplicated on two different pages.

Reference:

Usability and GOV.UK Design System.

Issue ID: DAC_Usability_17

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/start>

Page title: Community payback assessment start

Journey 1, step 2

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/task-list>

Page title: Community payback assessment

Journey 1, step 3

Screenshot:

The screenshot shows a large, bold, black heading 'Community payback assessment' centered on a white background. The text is contained within a thin black rectangular border.

The h1 'Community payback assessment' has been used on two different pages. This may be confusing for screen reader users who use the h1 to identify the page and its purpose. Screen reader users would expect unique h1 headings on each page in the service.

Current code ref(s): #main-content > div > div > h1

```
<h1 class="govuk-heading-x1 landing-page__heading">Community payback assessment</h1>
```

Current code ref(s): #main-content > div > div.govuk-grid-column-three-quarters > h1

```
<h1 class="govuk-heading-x1 govuk-!-margin-bottom-4">Community payback assessment</h1>
```

Screen reader comments:

"I examined the level 1 heading on the page and observed that it was the same as that of the previous page. This could be disorientating for some users, who may not initially be sure that they have in fact moved to a new page. Ensuring that each page in the service has a single level 1 heading specifying the unique purpose of the page will overcome this issue. The issue is present with JAWS."

Solution:

Ensure each page has a unique h1 heading. This enables all users to identify and understand the purpose of the page more easily.



Empty cells (Usability)

Empty table cells were used to portray information.

Reference:

Usability.

Issue ID: DAC_Usability_Empty_Cells_18

URL: <https://dev.hmpps-assessments.service.justice.gov.uk/UPW/pdf-preview>

Page title: PDF preview

Journey 1, step 42.

Screenshot:

| When is the individual available for community payback work? | | | | | | | |
|--|-----|------|-----|-------|-----|-----|-----|
| | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
| Morning | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Afternoon | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Evening | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

The 'Availability for Community Payback' table, indicates when a person is available for work by populating the cells with a tick. However, for users of screen reading assistive technologies, the days a person is unavailable to work, has only been presented by using empty cells.

Current code ref(s): #main-content > div > div:nth-child(20) > table > tbody > tr:nth-child(1) > th.upw-pdf-chart__cell--eighth.upw-pdf-chart__cell--border-bottom.upw-pdf-chart__cell--border-right.upw-pdf-chart__cell--border-left
<th class="upw-pdf-chart__cell--eighth upw-pdf-chart__cell--border-bottom upw-pdf-chart__cell--border-right upw-pdf-chart__cell--border-left"></th>

Screen reader comments:

"I examined the table captioned 'When is the individual available for community payback work?' in context, and found that it was harder to identify time slots where the client was not available, as compared to those where the client was available. This was due to the fact that unavailability was indicated by the absence of a symbol. However, due to the presence of additional blank lines, it was harder to keep track of which column I was in. This was not a problem when navigating the table using the screen reader's dedicated commands, but in-context navigation with the Arrow keys, which some adaptive technology users prefer, will be made easier if an appropriate symbol (or word) is used to mark unavailable timeslots instead of just leaving them blank"



Solution:

Consider populating the cells with alternative content, to indicate the unavailability to work. The best solution may be to change the populated cells to contain either a 'yes' or 'no'. Allowing for all users to clearly identify the different days available to work.

End of Report



Journeys

Journey 1

1. HMPPS Digital Services - Sign in:
<https://dev.hmpps-assessments.service.justice.gov.uk/start-assessment?crn=X263655&assessmentType=UPW&eventId=1>
 - a. Username: AC_COM
 - b. Password: accom54321
2. Community payback assessment start:
 - a. Click 'Start now'
3. Community payback assessment:
 - a. Click 'Individual's details'
4. Individual's details:
 - a. Click 'Change' next to 'Contact details'
5. Contact Details:
 - a. Building name: New Offender Address Building
 - b. House number: 32
 - c. Street name: New Offender's Street
 - d. District: Sheffield
 - e. Town/City: Sheffield
 - f. County: North Yorkshire
 - g. Postcode: S1 2NW
 - h. Phone number: 01735477476
 - i. Mobile number: 07456412322



- j. Email: salvio@email.co.uk
 - k. Click 'Save'
6. Individual's details (Revisited):
- a. Click 'Change' next to 'Emergency contact details'
7. Emergency contact details:
- a. First name: UPW
 - b. Family name: TESTING
 - c. Relationship to the individual: Friend
 - d. Phone number: 020 2000 0000
 - e. Mobile number: 07123456789
 - f. Click 'Save'
8. Individual's details (Revisited):
- a. Mark this section as complete?: Select 'Yes'
 - b. Click 'Save'
9. Community payback assessment (Revisited):
- a. Click 'Gender information'
10. Gender information:
- a. Gender identity: Select 'Male'
 - b. Has the individual gone through any part of a process to change the sex they were assigned at birth to the gender they now identify with, or do they intend to?: Select 'No'
 - c. Is the individual intersex or do they have a Difference in Sexual Development (DSD)?: Select 'No'
 - d. Do they consider themselves to be transgender or have a transgender history?: Select 'No'



- e. Mark this section as complete?: Select 'Yes'
 - f. Click 'Save'
11. Community payback assessment (Revisited):
- a. Click 'Cultural and religious adjustments'
12. Cultural or religious adjustments:
- a. Cultural or religious adjustments?: Select 'No'
 - b. Mark this section as complete?: Select 'Yes'
 - c. Click 'Save'
13. Community payback assessment (Revisited):
- a. Click 'Placement preferences'
14. Placement preferences:
- a. Does the individual have any placement preferences?: Select 'Yes' and select 'Individual'
 - b. Mark this section as complete?: Select 'Yes'
 - c. Click 'Save'
15. Community payback assessment (Revisited):
- a. Click 'Risk of harm in the community'
16. Risk of harm in the community:
- a. History of sexual offending?: Select 'No'
 - b. Individual poses a risk to children?: Select 'No'
 - c. Violent offences?: Select 'No'
 - d. History of acquisitive offending?: Select 'No'
 - e. Has the individual been involved in serious group offending (SGO)?: Select 'No'



- f. Control issues or disruptive behaviour?: Select 'No'
- g. History of hate-based attitudes or behaviours?: Select 'No'
- h. Is the individual vulnerable because they are a high-profile person?: Select 'No'
- i. Additional risk assessment information relevant to Community Payback?: Select 'No'
- j. Mark this section as complete?: Select 'Yes'
- k. Click 'Save'

17. Community payback assessment (Revisited):

- a. Click 'Managing risk'

18. Managing risk:

- a. Location restricted by victim exclusion criteria?: Select 'No'
- b. Close supervision or restricted placement recommended?: Select 'No'
- c. Recommend not to place with female supervisor?: Select 'No'
- d. Recommend not to place with male supervisor?: Select 'No'
- e. Restrictive orders? (non-molestation, injunction etc.): Select 'No'
- f. Are there any risk management issues for an individual placement?: Select 'No'
- g. Are there any risk management issues if working in a supervised group?: Select 'No'
- h. Alcohol or drug issues with health and safety impact?: Select 'No'
- i. Mark this section as complete?: Select 'Yes'
- j. Click 'Save'

19. Community payback assessment (Revisited):

- a. Click 'Disabilities and mental health'



20. Disabilities and mental health:

- a. Do any of the above affect the individual's ability to engage with Community Payback?: Select 'No'
- b. Mark this section as complete?: Select 'Yes'
- c. Click 'Save'

21. Community payback assessment (Revisited):

- a. Click 'Health issues'

22. Health issues:

- a. Allergies?: Select 'Yes' and enter 'DAC testing' into the 'Give details' section
- b. Sudden loss of consciousness?: Select 'No'
- c. Epilepsy?: Select 'No'
- d. Pregnant or recently given birth?: Select 'Pregnant' and enter 'DAC testing' into the 'Give details' section
- e. Any other health issues?: Select 'No'
- f. Mark this section as complete?: Select 'Yes'
- g. Click 'Save'

23. Community payback assessment (Revisited):

- a. Click 'GP Details'

24. GP Details:

- a. Click 'Change' next to 'Details of GP (if needed to verify information)'

25. Details of GP:

- a. First name: Charles
- b. Family name: Europe
- c. Building name: MOJ Building



- d. House number: 32
- e. Street name: Scotland Street
- f. District: Sheffield
- g. Town/city: Sheffield
- h. County: South Yorkshire
- i. Postcode: S3 7DQ
- j. Phone number: 020 2123 5678
- k. Click 'Save'

26. GP Details (Revisited):

- a. Mark this section as complete?: Select 'Yes' and click 'Save'

27. Community payback assessment (Revisited):

- a. Click 'Travel'

28. Travel:

- a. Does the individual have any travel issues that will affect their placement?: Select 'No'
- b. Mark this section as complete?: Select 'Yes'
- c. Click 'Save'

29. Community payback assessment (Revisited):

- a. Click 'Caring commitments'

30. Caring commitments:

- a. Are there carer commitments?: Select 'Yes' and enter 'DAC testing' into the 'Give details' section
- b. Mark this section as complete?: Select 'Yes'



- c. Click 'Save'

31. Community payback assessment (Revisited):

- a. Click 'Employment, education and skills'

32. Employment, education and skills:

- a. Is the individual in employment or education?: Select 'No'
- b. Does the individual have any difficulties with reading, writing or numbers?: Select 'Yes' and enter 'DAC testing' into the 'Give details' section
- c. Does the individual have any work skills or experience that could be used while carrying out Community Payback?: Select 'No'
- d. Does the individual have future work plans that could be supported through a Community Payback placement?: Select 'No'
- e. Mark this section as complete?: Select 'Yes'
- f. Click 'Save'

33. Community payback assessment (Revisited):

- a. Click 'Training & employment opportunities'

34. Training & employment opportunities:

- a. Does the individual have an education, training or employment-related need?: Select 'No'
- b. Mark this section as complete?: Select 'Yes'
- c. Click 'Save'

35. Community payback assessment (Revisited):

- a. Click 'Intensive working'

36. Intensive working:

- a. Is the individual eligible for intensive working?: Select 'Yes'



- b. Recommended hours per week in addition to statutory minimum, at the start of the order: Enter '7'
- c. Recommended hours per week in addition to statutory minimum, at the midpoint of the order: Enter '7'
- d. At what point should the individual be expected to reach a 28-hour working week?: Enter 'DAC testing'
- e. Mark this section as complete?: Select 'Yes'
- f. Click 'Save'

37. Community payback assessment (Revisited):

- a. Click 'Availability'

38. Availability:

- a. When is the individual available for work?: Select every checkbox for every day of the week for morning, afternoon and evening
- b. Additional availability information [Optional]: Enter 'DAC testing'
- c. Mark this section as complete?: Select 'Yes'
- d. Click 'Save'

39. Community payback assessment (Revisited):

- a. Click 'Equipment'

40. Equipment:

- a. Male or female clothing required?: Select 'Male'
- b. Waterproof clothing: Select 'X-Small'
- c. Footwear: Select 'Size 11'
- d. Mark this section as complete?: Select 'Yes'
- e. Click 'Save'



41. Community payback assessment (Revisited):

- a. Click 'PDF preview and declaration'

42. PDF preview and declaration:

- a. You can preview the PDF's content before submitting the assessment: Click 'Preview' and test this page
- b. Click the 'back' link which will take you back to the previous page
- c. I confirm the individual has received details of their Community Payback Induction Session: Select the checkbox
- d. Click 'Save'

43. Community payback assessment (Revisited):

- a. Click 'Submit'

44. Confirmation:

- a. Click 'Download the PDF'



Journey 2

1. HMPPS Digital Services – Sign in:
<https://dev.hmpps-assessments.service.justice.gov.uk/start-assessment?crn=D002548&assessmentType=RSR&eventId=1>
 - a. Username: AC_COM
 - b. Password: accom54321
2. Risk of Serious Recidivism (RSR) assessment:
 - a. Click 'Start'
3. Offences and convictions:
 - a. Date of first sanction: Enter '10/05/2011'
 - b. Age at first sanction: Enter '24'
 - c. Total number of sanctions for all offences: Enter '2'
 - d. How many of the total number of sanctions involved violent offences?: Enter '1'
 - e. Date of current conviction: Enter '25/09/2021'
 - f. Have they ever committed a sexual or sexually motivated offence?: Select 'Yes'
 - g. Does the current offence have a sexual motivation?: Select 'No'
 - h. Date of most recent sanction involving a sexual or sexually motivated offence: Enter '11/11/2017'
 - i. Number of previous or current sanctions involving contact adult sexual or sexually motivated offences: Enter '0'
 - j. Number of previous or current sanctions involving contact child sexual or sexually motivated offences: Enter '0'
 - k. Number of previous or current sanctions involving indecent child image sexual or sexually motivated offences: Enter '1'



- l. Number of previous or current sanctions involving other non-contact sexual or sexually motivated offences: Enter '1'
 - m. Date of commencement of community sentence or earliest possible release from custody: Enter '07/10/2021'
 - n. Have you completed an interview with the individual?: Select 'Yes'
 - o. Click 'Save and continue'
4. Needs:
- a. Is the individual living in suitable accommodation?: Select 'Significant problems'
 - b. Is the person unemployed or will be unemployed upon release?: Select 'Yes'
 - c. What is the person's current relationship with their partner?: Select 'No problems'
 - d. Is there evidence of current/previous partner abuse?: Select 'Yes'
 - e. Is the person's current use of alcohol a problem?: Select 'Significant problems'
 - f. Is there evidence of binge drinking or excessive use of alcohol in the last 6 months?: Select 'Significant problems'
 - g. Is impulsivity a problem for the individual?: Select 'Significant problems'
 - h. Is temper control a problem for the individual?: Select 'Significant problems'
 - i. Does the individual have pro-criminal attitudes?: Select 'Significant problems'
 - j. Possession of a firearm with intent to endanger life or resist arrest: Select 'Yes'
 - k. Any other offence involving possession and/or use of weapons: Select 'Yes'
 - l. Murder/attempted murder/threat or conspiracy to murder/manslaughter: Select 'Yes'
 - m. Wounding/GBH (Sections 18/20 Offences Against the Person Act 1861): Select 'Yes'



- n. Aggravated burglary: Select 'Yes'
 - o. Arson: Select 'Yes'
 - p. Criminal damage with intent to endanger life: Select 'No'
 - q. Kidnapping/false imprisonment: Select 'Yes'
 - r. Possession of a firearm with intent to endanger life or resist arrest: Select 'Yes'
 - s. Robbery: Select 'Yes'
 - t. Any other offence involving possession and/or use of weapons: Select 'Yes'
 - u. Click 'Save and continue'
5. Scores for [Name]:
- a. Click 'Save scores'
6. Your scores for [Name] have been uploaded to Delius:
- a. Click 'Close the RSR calculator'



Classification of Accessibility Issues

The following scoring system was used to indicate the status of the service with regards to each W3C WAI checkpoint up to and including Level AA:

| Status | Description |
|---------------------------------|--|
| Pass (M) Medium Priority | The service meets the requirements of the checkpoint. |
| Pass (H) High Priority | |
| Fail (M) Medium Priority | The service fails to meet the requirements against AA criteria measured against WCAG 2.1 |
| Fail (H) High Priority | The service fails to meet the requirements against A criteria measured against WCAG 2.1 and more severe accessibility issues were identified. |
| Not Applicable (N/A) | No content was found on the service to which the checkpoint would relate. |
| Out of scope | Areas of the service which fail to meet the requirements against AAA criteria measured against WCAG 2.1 are not in scope for the purposes of this audit. |



Principle 1: Perceivable – Information and users interface components must be presentable to users in ways they can perceive.

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| <p>Non-text Content: 1.1.1 All non-text content that is presented to the user has a text alternative that serves the equivalent purpose. (Level A)</p> | <p>Fail (H)</p> |
| <p>Audio-only and Video-only (Pre-recorded): 1.2.1 For pre-recorded audio-only and pre-recorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labelled as such: Understanding Success Criterion 1.2.1</p> <ul style="list-style-type: none"> • Pre-recorded Audio-only: An alternative for time-based media is provided that presents equivalent information for pre-recorded audio-only content. • Pre-recorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for pre-recorded video-only content. <p>(Level A)</p> | <p>Not Applicable (N/A)</p> |
| <p>Captions (Pre-recorded): 1.2.2 Captions are provided for all pre-recorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labelled as such. (Level A)</p> | <p>Not Applicable (N/A)</p> |
| <p>Audio Description or Media Alternative (Pre-recorded): 1.2.3 An alternative for time-based media or audio description of the pre-recorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labelled as such. (Level A)</p> | <p>Not Applicable (N/A)</p> |
| <p>Captions (Live): 1.2.4 Captions are provided for all live audio content in synchronized media. (Level AA)</p> | <p>Not Applicable (N/A)</p> |
| <p>Audio Description (Pre-recorded): 1.2.5 Audio description is provided for all pre-recorded video content in synchronized media. (Level AA)</p> | <p>Not Applicable (N/A)</p> |



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| <p>Sign Language (Pre-recorded): 1.2.6 Sign language interpretation is provided for all pre-recorded audio content in synchronized media. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Extended Audio Description (Pre-recorded): 1.2.7 Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all pre-recorded video content in synchronized media. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Media Alternative (Pre-recorded): 1.2.8 An alternative for time-based media is provided for all pre-recorded synchronized media and for all pre-recorded video-only media. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Audio-only (Live): 1.2.9 An alternative for time-based media that presents equivalent information for live audio-only content is provided. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Info and Relationships: 1.3.1 Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)</p> | <p>Fail (H)</p> |
| <p>Meaningful Sequence: 1.3.2 When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)</p> | <p>Pass (H)</p> |
| <p>Sensory Characteristics: 1.3.3 Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)</p> | <p>Pass (H)</p> |
| <p>Orientation: (WCAG 2.1) 1.3.4 Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential. Note: Examples where a particular display orientation may be essential are a bank check, a piano application, slides for a projector or television, or virtual reality content where binary display orientation is not applicable. (Level AA)</p> | <p>Fail (M)</p> |



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| <p>Identify Input Purpose: (WCAG 2.1) 1.3.5 The purpose of each input field collecting information about the user can be programmatically determined when :</p> <ul style="list-style-type: none"> • The input field serves a purpose identified in the Input Purposes for User Interface Components section; and • The content is implemented using technologies with support for identifying the expected meaning for form input data. <p>(Level AA)</p> | <p>Fail (M)</p> |
| <p>Identify Purpose: (WCAG 2.1) 1.3.6 In content implemented using mark-up languages, the purpose of User Interface Components, icons, and regions can be programmatically determined.</p> <p>(Level AAA)</p> | <p>Out of scope</p> |
| <p>Use of Colour: 1.4.1 Colour is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p> <p>(Level A)</p> | <p>Pass (H)</p> |
| <p>Audio Control: 1.4.2 If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level.</p> <p>(Level A)</p> | <p>Not Applicable (N/A)</p> |
| <p>Contrast (Minimum): 1.4.3 The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:</p> <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. <p>(Level AA)</p> | <p>Pass (M)</p> |
| <p>Resize text: 1.4.4 Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality.</p> <p>(Level AA)</p> | <p>Pass (M)</p> |



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| <p>Images of Text:</p> <p>1.4.5 If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following:</p> <p>Understanding Success Criterion 1.4.5</p> <ul style="list-style-type: none"> • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p>(Level AA)</p> | <p>Not Applicable (N/A)</p> |
| <p>Contrast (Enhanced):</p> <p>1.4.6 The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following:</p> <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. <p>(Level AAA)</p> | <p>Out of scope</p> |
| <p>Low or No Background Audio:</p> <p>1.4.7 For pre-recorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true:</p> <p>Understanding Success Criterion 1.4.7</p> <ul style="list-style-type: none"> • No Background: The audio does not contain background sounds. • Turn Off: The background sounds can be turned off. • 20 dB: The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds. <p>Note: Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content.</p> <p>(Level AAA)</p> | <p>Out of scope</p> |



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| <p>Visual Presentation:</p> <p>1.4.8 For the visual presentation of blocks of text, a mechanism is available to achieve the following:</p> <p>Understanding Success Criterion 1.4.8</p> <ol style="list-style-type: none"> 1. Foreground and background colours can be selected by the user. 2. Width is no more than 80 characters or glyphs (40 if CJK). 3. Text is not justified (aligned to both the left and the right margins). 4. Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. 5. Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window. <p>(Level AAA)</p> | <p>Out of scope</p> |
| <p>Images of Text (No Exception):</p> <p>1.4.9 Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed.</p> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p>(Level AAA)</p> | <p>Out of scope</p> |
| <p>Reflow: (WCAG 2.1)</p> <p>1.4.10 Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for :</p> <ul style="list-style-type: none"> • Vertical scrolling content at a width equivalent to 320 CSS pixels; • Horizontal scrolling content at a height equivalent to 256 CSS pixels. <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p> <p>Note: 320 CSS pixels is equivalent to a starting viewport width of 1280 CSS pixels wide at 400% zoom. For web content which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024px at 400% zoom.</p> <p>Note: Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content.</p> <p>(Level AA)</p> | <p>Fail (M)</p> |



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| <p>Non-text Contrast: (WCAG 2.1)</p> <p>1.4.11 The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p> <ul style="list-style-type: none"> • User Interface Components Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author; • Graphical Objects Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed. <p>(Level AA)</p> | <p>Fail (M)</p> |
| <p>Text Spacing: (WCAG 2.1)</p> <p>1.4.12 presentation of graphics is essential to the information being conveyed.</p> <p>In content implemented using mark-up languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property:</p> <ul style="list-style-type: none"> • Line height (line spacing) to at least 1.5 times the font size; • Spacing following paragraphs to at least 2 times the font size; • Letter spacing (tracking) to at least 0.12 times the font size; • Word spacing to at least 0.16 times the font size. <p>Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.</p> <p>(Level AA)</p> | <p>Pass (M)</p> |



Content on Hover or Focus: (WCAG 2.1)

1.4.13 Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:

- **Dismissible**
A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content;
- **Hoverable**
If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing;
- **Persistent**
The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid.

Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.

Note: Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML title attribute.

Note: Custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus are examples of additional content covered by this criterion.

(Level AA)

Pass (M)



Principle 2: Operable – User interface components and navigation must be operable.

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| <p>Keyboard: 2.1.1 All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.</p> <p>Note: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.</p> <p>Note: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation. (Level A)</p> | <p>Pass (H)</p> |
| <p>No Keyboard Trap: 2.1.2 If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. (Level A)</p> | <p>Pass (H)</p> |
| <p>Keyboard (No Exception): 2.1.3 All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Character Key Shortcuts: (WCAG 2.1) 2.1.4 If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:</p> <ul style="list-style-type: none"> • Turn off: A mechanism is available to turn the shortcut off; • Remap: A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc); • Active only on focus: The keyboard shortcut for a user interface component is only active when that component has focus. <p>(Level A)</p> | <p>Not Applicable (N/A)</p> |



Timing Adjustable:

[2.2.1](#) For each time limit that is set by the content, at least one of the following is true:

- **Turn off:** The user is allowed to turn off the time limit before encountering it;
- **Adjust:** The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting;
- **Extend:** The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times;
- **Real-time Exception:** The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible;
- **Essential Exception:** The time limit is [essential](#) and extending it would invalidate the activity;
- **20 Hour Exception:** The time limit is longer than 20 hours.

Note: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with [Success Criterion 3.2.1](#), which puts limits on changes of content or context as a result of user action.

(Level A)

**Not
Applicable
(N/A)**



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| <p>Pause, Stop, Hide: 2.2.2 For moving, blinking, scrolling, or auto-updating information, all of the following are true: Understanding Success Criterion 2.2.2</p> <ul style="list-style-type: none"> • Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and • Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential. <p>Note: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.</p> <p>Note: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p>Note: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken. (Level A)</p> | <p>Not Applicable (N/A)</p> |
| <p>No Timing: 2.2.3 Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Interruptions: 2.2.4 Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)</p> | <p>Out of scope</p> |



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| <p>Re-authenticating: 2.2.5 When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Timeouts: (WCAG 2.1) 2.2.6 Users are warned of the duration of any user inactivity that could cause data loss, unless the data is preserved for more than 20 hours when the user does not take any actions. Note: Privacy regulations may require explicit user consent before user identification has been authenticated and before user data is preserved. In cases where the user is a minor, explicit consent may not be solicited in most jurisdictions, countries or regions. Consultation with privacy professionals and legal counsel is advised when considering data preservation as an approach to satisfy this success criterion. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Three Flashes or Below Threshold: 2.3.1 Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. (Level A)</p> | <p>Not Applicable (N/A)</p> |
| <p>Three Flashes: 2.3.2 Web pages do not contain anything that flashes more than three times in any one-second period. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Animation from Interactions: (WCAG 2.1) 2.3.3 Motion animation triggered by interaction can be disabled, unless the animation is essential to the functionality or the information being conveyed. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Bypass Blocks: 2.4.1 A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)</p> | <p>Fail (H)</p> |
| <p>Page Titled: 2.4.2 Web pages have titles that describe topic or purpose. (Level A)</p> | <p>Fail (H)</p> |



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| <p>Focus Order: 2.4.3 If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)</p> | <p>Pass (H)</p> |
| <p>Link Purpose (In Context): 2.4.4 The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)</p> | <p>Fail (H)</p> |
| <p>Multiple Ways: 2.4.5 More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process. (Level AA)</p> | <p>Pass (H)</p> |
| <p>Headings and Labels: 2.4.6 Headings and labels describe topic or purpose. (Level AA)</p> | <p>Fail (M)</p> |
| <p>Focus Visible: 2.4.7 Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)</p> | <p>Pass (M)</p> |
| <p>Location: 2.4.8 Information about the user's location within a set of Web pages is available. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Link Purpose (Link Only): 2.4.9 A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Section Headings: 2.4.10 Section headings are used to organize the content. Note: "Heading" is used in its general sense and includes titles and other ways to add a heading to different types of content. Note: This success criterion covers sections within writing, not user interface components. User Interface components are covered under Success Criterion 4.1.2. (Level AAA)</p> | <p>Out of scope</p> |



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| <p>Pointer Gestures: (WCAG 2.1) 2.5.1 All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential.</p> <p>Note: This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p> <p>(Level A)</p> | <p>Pass (H)</p> |
| <p>Pointer Cancellation: (WCAG 2.1) 2.5.2 For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> • No Down-Event The down-event of the pointer is not used to execute any part of the function; • Abort or Undo Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion; • Up Reversal The up-event reverses any outcome of the preceding down-event; • Essential Completing the function on the down-event is essential. <p>Note: Functions that emulate a keyboard or numeric keypad key press are considered essential.</p> <p>Note: This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p> <p>(Level A)</p> | <p>Pass (H)</p> |
| <p>Label in Name: (WCAG 2.1) 2.5.3 For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p> <p>Note: A best practice is to have the text of the label at the start of the name.</p> <p>(Level A)</p> | <p>Pass (H)</p> |



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| <p>Motion Actuation: (WCAG 2.1) 2.5.4 Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:</p> <ul style="list-style-type: none"> • Supported Interface The motion is used to operate functionality through an accessibility supported interface; • Essential The motion is essential for the function and doing so would invalidate the activity. <p>(Level A)</p> | <p>Not Applicable (N/A)</p> |
| <p>Target Size (WCAG 2.1): 2.5.5 The size of the target for pointer inputs is at least 44 by 44 CSS pixels except when:</p> <ul style="list-style-type: none"> • Equivalent The target is available through an equivalent link or control on the same page that is at least 44 by 44 CSS pixels; • Inline The target is in a sentence or block of text; • User Agent Control The size of the target is determined by the user agent and is not modified by the author; • Essential A particular presentation of the target is essential to the information being conveyed. <p>(Level AAA)</p> | <p>Out of scope</p> |
| <p>Concurrent Input Mechanisms (WCAG 2.1): 2.5.6 Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content, or required to respect user settings.</p> <p>(Level AAA)</p> | <p>Out of scope</p> |



Principle 3: Understandable – Information and the operation of user interface must be understandable.

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| <p>Language of Page: 3.1.1 The default human language of each Web page can be programmatically determined. (Level A)</p> | <p>Pass (H)</p> |
| <p>Language of Parts: 3.1.2 The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)</p> | <p>Not Applicable (N/A)</p> |
| <p>Unusual Words: 3.1.3 A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Abbreviations: 3.1.4 A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Reading Level: 3.1.5 When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Pronunciation: 3.1.6 A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA)</p> | <p>Out of scope</p> |



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| <p>On Focus: 3.2.1 When any component receives focus, it does not initiate a change of context. (Level A)</p> | <p>Pass (H)</p> |
| <p>On Input: 3.2.2 Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behaviour before using the component. (Level A)</p> | <p>Pass (H)</p> |
| <p>Consistent Navigation: 3.2.3 Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)</p> | <p>Pass (M)</p> |
| <p>Consistent Identification: 3.2.4 Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)</p> | <p>Pass (M)</p> |
| <p>Change on Request: 3.2.5 Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA)</p> | <p>Out of scope</p> |
| <p>Error Identification: 3.3.1 If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)</p> | <p>Pass (H)</p> |
| <p>Labels or Instructions: 3.3.2 Labels or instructions are provided when content requires user input. (Level A)</p> | <p>Pass (H)</p> |
| <p>Error Suggestion: 3.3.3 If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)</p> | <p>Fail (M)</p> |



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| <p>Error Prevention (Legal, Financial, Data): 3.3.4 For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true:</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. <p>(Level AA)</p> | <p>Pass (M)</p> |
| <p>Help 3.3.5 Context-sensitive help is available.</p> <ul style="list-style-type: none"> • Provide instructions and cues in context to help inform completion and submission. <p>(Level AAA)</p> | <p>Out of scope</p> |
| <p>Error Prevention (All): 3.3.6 For Web pages that require the user to submit information, at least one of the following is true:</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. <p>(Level AAA)</p> | <p>Out of scope</p> |



Principle 4: Robust – Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies

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| <p>Parsing: 4.1.1 In content implemented using mark-up languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.</p> <p>Note: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete. (Level A)</p> | <p>Fail (H)</p> |
| <p>Name, Role, Value: 4.1.2 For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies.</p> <p>Note: This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification. (Level A)</p> | <p>Fail (H)</p> |
| <p>Status Messages (WCAG 2.1) 4.1.3 In content implemented using mark-up languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus. (Level AA)</p> | <p>Pass (M)</p> |



The Process

The service is measured against the Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines 2.1 (WCAG 2.1) to give an accurate feedback on any non-compliant issues. To attain our accreditation all A and AA criteria must be achieved.

To give a more accurate review of the service the DAC team employ two differing testing processes.

The first is a manual technical audit using automated tools and the second a dedicated team of user testers with differing disabilities test using a range of adaptive technologies. The findings of both testing teams are then combined to give the client far more accurate feedback on the service.

By using the testing team in conjunction with an automated procedure a more accurate set of results are made available.

This report combines technical auditing with disabled user feedback. The test does not list each specific area that requires change but highlights patterns of problems where they exist. Each section of the report includes a qualifying statement of pass, fail or recommendation to help developers quickly identify which parts of the service need the most urgent attention.



CRITERIA

High Priority

The digital product has one or more issues that urgently need remediation. There will be a list of actions that the developers need to address to make sure that the product is functional for users of assistive technology.

Medium Priority

The digital product has one or more issues that need remediation before meeting the WCAG 2.1 AA Standard. There will be a list of actions that the developers need to address to make sure that the product meets the expectations of the DAC testing team.

Low Priority

The digital product has one or more issues that would cause minor barriers to users of assistive technology. While not necessary to meet the WCAG 2.1 AA Standard, these issues affect users negatively and should be remediated.

Usability

The digital product may have one or more issues that could cause minor difficulties to users of assistive technology. While not necessary to meet the WCAG 2.1 AA Standard, these issues were found to hinder users.



DAC Testing Procedure

The service is tested by a team of experienced auditors and analysts, many of who are disabled individuals and users of adaptive technology. The combination of subjective pan-disability user feedback and comprehensive technical auditing allows us to measure how the service performs technically and practically, thereby offering an essential added dimension to our test results that other methods of testing cannot provide.

User Testing

Manual accessibility checking was conducted by a team of disabled individuals, using a range of adaptive technologies (hardware and software designed to facilitate the use of computers by people with disabilities). This may include:

NVDA: a screen reader and application used by those who are blind.

ZoomText: a magnification application used by those with low vision.

JAWS: a screen reader used by blind people to access pages.

Dragon Naturally Speaking: voice activated software used by those that do not use a conventional input device such as a keyboard or mouse.

Switch Access: used by those with severe mobility impairments to input commands to a computer.

Keyboard Only: some users with mobility impairments have difficulty making precise movements required by pointing devices such as a mouse; therefore, a keyboard is used as the exclusive input device.

Readability: Manual checks were made to assess the suitability of a page for those with colour blindness and dyslexia.

Deaf/Hard of hearing: Manual checks were made to assess the suitability of a page for those with hearing impairments.

Learning difficulties: Manual checks were made to assess the suitability of a page for those with learning difficulties.

Reflow: tests with screen size of 1280 x 1024px, at 400% browser magnification

Text Spacing: tests with larger Line height, and larger Paragraph, Word and Letter spacing.

Technical Auditing

Technical auditing involves the experienced application of a number of technical auditing and standards compliance assessment tools. This combined with an extensive knowledge of WCAG, its application and wider global practice provides the DAC service with further credibility and quality.

